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ABSTRACT

This handbook is based upon a new social studies curriculum designed to give students guided experience in the responsible use of personal freedom. The new approach seeks to provide actual experience in the making of choices and judgements in order to improve man's relationship to his social and physical environment. Thus, the new social studies is organized around experiences which allow students to clarify their personal values and to understand the values of others. The valuing process should be the major activity of social studies students. A second characteristic of the new social studies is flexibility. Therefore, this curriculum allows for decisions to be made by those who will be affected by them. The values orientation and flexibility imply a definite de-emphasis on covering knowledge from history, geography and the social sciences. Knowledge should be uncovered not for its own sake but only as it is needed when students are engaging in the valuing process. The handbook outlines cognitive and affective objectives; how to plan for the attainment of multiple objectives; an elaboration of program components in the new social studies; how to plan instructional units; and, teaching-learning activities. Sample units for grades 1-6 are included. (Author/AWW)

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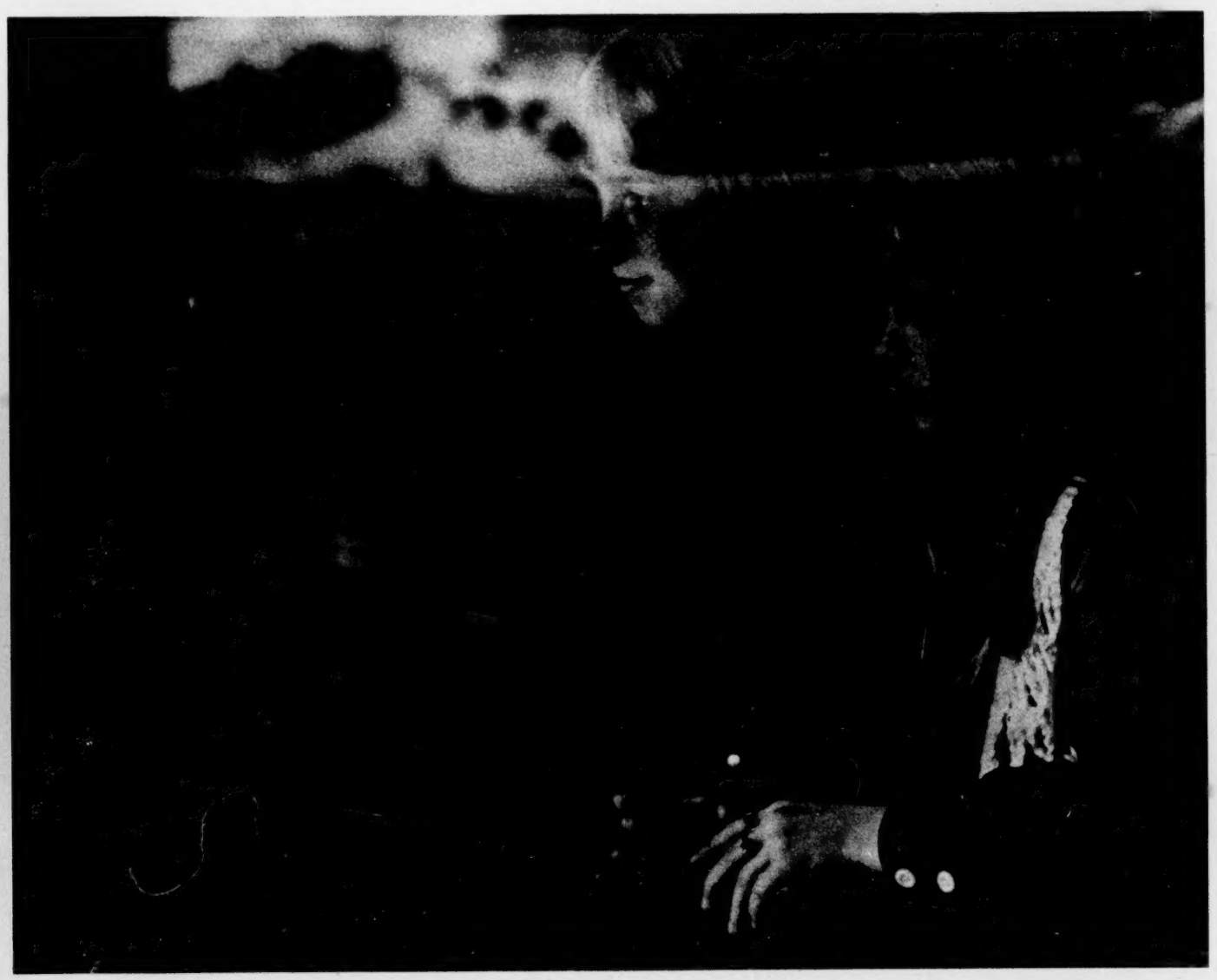
Experiences in Decision Making



ELEMENTARY SOCIAL STUDIES HANDBOOK

Province of Alberta

Department of Education January 1971

SO 002 491

"Only if we understand the possible consequences for our actions and innovations; only if we choose our goals and pursue them, only if we believe that social responsibility cannot be delegated or avoided, can we remove our future from the domain of chance and actively seek the best for all."

THEODORE GORDON
Social Technology

Printed by L. S. Wall, Queen's Printer, Edmonton

EXPERIENCES IN DECISION MAKING

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ACKNOWLEDGEMENT

The Handbook for Elementary Social Studies was prepared in consultation with the Elementary Social Studies Curriculum Committee. The contribution of the following committee members is gratefully acknowledged.

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the contributions of the following former m

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Mr. M. Pedde, Edmonton

Mrs. T. Pendergast, Red Deer

Mrs. L. Thompson, Calgary

The late Mrs. G. Sylvester, Beaverlodge

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This handbook is essentially a service publication. It is prescriptive only insofar as it duplicates the content of the Elementary Program of Studies.

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PREFACE

Two questions occur to teachers as they consider the implementation of a new social studies curriculum. First they ask, "Why do we need a new social studies curriculum?" Then they wonder "What is new about the new social studies?"

Stated most simply, a new social studies curriculum is necessary because some very difficult decisions face today's young people. Affluence and an accompanying reduction of external restraints[1] have placed in the hands of each individual the opportunity and the responsibility of choosing how he will live and what he will live for.

Young people today, more than any other generation of students, have the freedom to determine their personal relationship to the social and physical environment. **A new social studies curriculum is needed in order to give students guided experience in the responsible use of personal freedom.**

Alberta's new social studies seeks to help students utilize personal freedom in discovering ways to improve man's relationship to his social and physical environment. In order to meet this objective, the new social studies seeks to provide actual experience in the making of choices and judgements. Students are invited to deal not only with the "what is" but also with the "what ought to be".

A concentrated concern with "what ought to be" gives rise to what is probably **the major distinguishing characteristic of the new social studies—its values orientation.** The values orientation of the new social studies is premised on the conviction that students (and adults) exercise freedom according to the values that they hold. Values, and related feelings and attitudes, are the prime determiners of actions. Man's relationship to his social and physical environment can be improved; but only when people's behavior is guided by values that are clear, consistent, and defensible in terms of the life goals of each individual as a member of society.

Thus, the new social studies should be organized around experiences which allow students to clarify their personal values and to understand the values of others. Human values should be the major focus of attention in the new social studies. The valuing process should be the major activity of social studies students.

A second characteristic of the new social studies **curriculum allows for decisions to be made by those w by them.** The objectives and content prescribed by t Education are stated in the very broadest of terms. framework, called the master curriculum, teachers practice responsible decision-making by planning experiences which are significant and relevant to thei

The values orientation and flexibility of the new a definite de-emphasis on "covering" knowledge from and the social sciences. This is not to say that such k portant. Students cannot "value in a vaccum", with alternatives and consequences. Nor will "the pooling ance" prove for very long to be significant and relev

Knowledge should be "uncovered" not for its o as it is needed when students are engaging in the valu this in mind, the new social studies outlines major con zations that are easily remembered, enduring, and variety of life situations. Similarly, the new curriculu tunities for developing many skills, especially group- problem-solving skills.

The new social studies offers many challenges among these challenges is the invitation to help chil re-discover) their feelings. Schooling can no longer b an intellectual experience. Social studies classes mus in which students merge reason with feelings.

[1]Not everyone would agree that external restraints on indi been reduced. Some would argue that the diminishing in cohesive community, church and family is counter-balanc imposed by big business, government and the mass media. influences are less direct, thus enabling individuals to "do t

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social studies students.

A second characteristic of the new social studies is flexibility. **The curriculum allows for decisions to be made by those who will be affected by them.** The objectives and content prescribed by the Department of Education are stated in the very broadest of terms. Within this broad framework, called the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives.

The values orientation and flexibility of the new curriculum imply a definite de-emphasis on "covering" knowledge from history, geography and the social sciences. This is not to say that such knowledge is unimportant. Students cannot "value in a vaccum", without knowledge of alternatives and consequences. Nor will "the pooling of mutual ignorance" prove for very long to be significant and relevant.

Knowledge should be "uncovered" not for its own sake but only as it is needed when students are engaging in the valuing process. With this in mind, the new social studies outlines major concepts and generalizations that are easily remembered, enduring, and transferable to a variety of life situations. Similarly, the new curriculum includes opportunities for developing many skills, especially group-process skills and problem-solving skills.

The new social studies offers many challenges to teachers. Chief among these challenges is the invitation to help children discover (or re-discover) their feelings. Schooling can no longer be viewed as purely an intellectual experience. Social studies classes must become a forum in which students merge reason with feelings.

[1]Not everyone would agree that external restraints on individual behavior have been reduced. Some would argue that the diminishing influence of the once cohesive community, church and family is counter-balanced by the restraints imposed by big business, government and the mass media. However, these latter influences are less direct, thus enabling individuals to "do their own thing".

TABLE OF CONTENTS

Page

Acknowledgement ---------- 2

Preface ---------- 5

Chapter I THE NEW SOCIAL STUDIES PROGRAM ------ 9

Attending to Affective and Cognitive Objectives ---------- 9

A. The Valuing Process ---------- 9

B. The Affective Objectives ---------- 10

C. Cognitive Objectives ---------- 11

Planning for the Attainment of Multiple Objectives ---------- 16

A. Structured Scope and Sequence ---------- 16

B. Problems of Current Interest ---------- 17

C. Criteria for Selecting Learning Opportunities ---------- 18

Professional References for Teachers ---------- 19

Chapter II ELABORATION OF PROGRAM COMPONENTS 21

The Curriculum — Instruction Process ---------- 21

Values and Valuing as Curricular Content ---------- 21

Skills and Processes as Curricular Content ---------- 24

Concepts and Generalizations as Curricular Content ---------- 25

Chapter III PLANNING INSTRUCTIONAL U
THE ELEMENTARY SOCIAL
GRAM ----------

Format of the Unit Plan ----------

Title — Value Issues as the Focus of Study --

Overview ----------

Writing Unit Objectives ----------

Learning Opportunities ----------

Opener ----------

Development ----------

Evaluating Unit Outcomes ----------

Evaluating Students' Attainment of Values

Evaluating the Attainment of Skill and Knowl

Check List of Criteria for Unit Development --

Chapter IV TEACHING — LEARNING AC
THE NEW SOCIAL STUDIES --

Activities for Clarifying Values ----------

Activities for Monitoring Skill Development ---

Activities for Achieving Knowledge Objectives

SAMPLE UNITS

Grade One ---------- Green

Grade Two ---------- Sauterne

Grade Three ---------- Lavender

Grade Four ---------- Blue

Grade Five ---------- Pink

Grade Six ---------- Lemon

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TABLE OF CONTENTS

	Page
----------	2
----------	5
W SOCIAL STUDIES PROGRAM ------	9
and Cognitive Objectives ----------	9
Process ----------	9
Objectives ----------	10
ctives ----------	11
ment of Multiple Objectives ----------	16
pe and Sequence ----------	16
urrent Interest ----------	17
lecting Learning Opportunities ----------	18
s for Teachers ----------	19
ATION OF PROGRAM COMPONENTS	21
struction Process ----------	21
Curricular Content ----------	21
Curricular Content ----------	24
zations as Curricular Content ----------	25

	Page
Chapter III PLANNING INSTRUCTIONAL UNITS WITHIN THE ELEMENTARY SOCIAL STUDIES PROGRAM ----------	29
Format of the Unit Plan ----------	29
Title — Value Issues as the Focus of Study ----------	30
Overview ----------	30
Writing Unit Objectives ----------	31
Learning Opportunities ----------	32
Opener ----------	32
Development ----------	33
Evaluating Unit Outcomes ----------	34
Evaluating Students' Attainment of Values ----------	34
Evaluating the Attainment of Skill and Knowledge Objectives -	35
Check List of Criteria for Unit Development ----------	38
Chapter IV TEACHING — LEARNING ACTIVITIES FOR THE NEW SOCIAL STUDIES ----------	41
Activities for Clarifying Values ----------	41
Activities for Monitoring Skill Development ----------	47
Activities for Achieving Knowledge Objectives ----------	49

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Chapter I

THE NEW SOCIAL STUDIES PROGRAM

Rationale

Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of cooperating with the home, the church, and other social agencies in helping students find how to live and what to live for.

Free Choice of values to live by

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic[1] goals of education by offering students **experience in living** and not just **preparation for living.** By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

[1]Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

ATTENDING TO AFFECTIVE A COGNITIVE OBJECTIVES

A. The Valuing Process

Priority on Valuing

Consistent with the above ration of the new social studies[2] place hi valuing process. The valuing proc basic skills.[3] Students in the Alb should demonstrate that they are:

Choosing—

1. Identifying all known alte
2. Considering all known co alternative.
3. Choosing freely from amo

Acting upon values

Prizing—

4. Being happy with the cho
5. Affirming the choice, willi if necessary.

Acting—

6. Acting upon the choice.
7. Repeating the action co pattern of life.

[2]Please note that the objectives which fo behavioral terms. They indicate the proce should engage and, in a general way, id content to which students' behavior sh words, the objectives include both proce

[3]Raths, Louis, et al., *Values and Teachi* Charles E. Merrill & Co., 1966).

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ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES

A. The Valuing Process

Priority on Valuing

Consistent with the above rationale, the objectives of the new social studies[2] place high priority on the valuing process. The valuing process involves three basic skills.[3] Students in the Alberta social studies should demonstrate that they are:

Acting upon values

Choosing—

1. Identifying all known alternatives.
2. Considering all known consequences of each alternative.
3. Choosing freely from among alternatives.

Prizing—

4. Being happy with the choice.
5. Affirming the choice, willingly and in public if necessary.

Acting—

6. Acting upon the choice.
7. Repeating the action consistently in some pattern of life.

[2]Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

[3]Raths, Louis, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

Affective and Cognitive aspects of valuing

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.[4]

B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

—Aware of values, willing to take notice of values, and giving controlled or selected attention to values

—Responding to values with openness, willingness and satisfaction

Internalizing a value complex

—Accepting values, preferring values and committing themselves to values

—Conceptualizing their own values and organizing a value system

—Becoming characterized by a value or value complex.[5]

[4]Scriven, Michael, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966) p. 18.

[5]Krathwohl, David, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

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The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

Value issues as content

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

1. The dignity of man
2. Freedom
3. Equality
4. Justice
5. Empathy
6. Loyalty
7. Other values

C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.[6] Students should be able to:

Cognitive skills summarized

—Recall and recognize data social problems

—Comprehend pertinent dat the ability to translate, int from data.)

—Analyze pertinent data in ments, relationships and or

—Evaluate pertinent data in external criteria

—Synthesize pertinent data original communication o action

—Apply pertinent data in problems

The "data" referred to in might be drawn from everything and can do—both formally struc the disciplines and informally from ordinary experience.[7] Such

Categories of knowledge content

—Knowledge of specific term

—Knowledge of ways and n social problems

—Knowledge of concepts, ge and structures.[8]

[6]Bloom, Benjamin, et. al., *Taxonomy o Cognitive Domain* (New York: David and Sanders, Norris M., *Classroom* (New York: Harper and Row 1967 been listed in an order more closely solving process. Bloom's *Taxonomy* difficulty; the order being recall, and sion, application, analysis, synthesis,

[7]Johnson, Mauritz, *The Translation struction* (Ithaca, N.Y.: Cornell U

[8]Bloom, *op. cit.*, p. 62 ff.

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and complex. These skills may be summa-
llows.[6] Students should be able to:

Cognitive skills summarized

—Recall and recognize data which are pertinent to social problems

—Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)

—Analyze pertinent data in order to identify elements, relationships and organizational principles

—Evaluate pertinent data in terms of internal and external criteria

—Synthesize pertinent data in order to create an original communication or propose a plan of action

—Apply pertinent data in the solving of social problems

The "data" referred to in the above objectives might be drawn from everything man knows, believes, and can do—both formally structured knowledge from the disciplines and informally structured knowledge from ordinary experience.[7] Such data include:

Categories of knowledge content

—Knowledge of specific terminology and facts

—Knowledge of ways and means of dealing with social problems

—Knowledge of concepts, generalizations, theories and structures.[8]

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[6]Bloom, Benjamin, et. al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Sanders, Norris M., *Classroom Questions: What Kinds?* (New York: Harper and Row 1967). Note that skills have been listed in an order more closely resembling the problem solving process. Bloom's *Taxonomy* lists skills according to difficulty; the order being recall, and recognition, comprehension, application, analysis, synthesis, and evaluation.

[7]Johnson, Mauritz, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

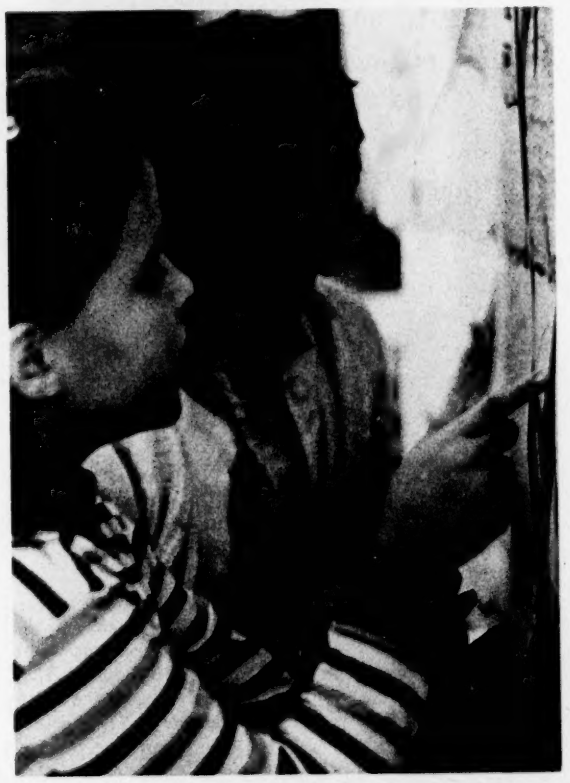
[8]Bloom, *op. cit.*, p. 62 ff.

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

Knowledge of ways and means of dealing with social problems should include the ability to:

Problem solving method

1. Identify and clarify the problem
2. Formulate hypotheses
3. Collect data
4. Classify data
5. Analyze data and evaluate the desirability and feasibility of taking action on the problem
6. Propose a course of action and examine the desirability and feasibility of taking action on the problem.[9]

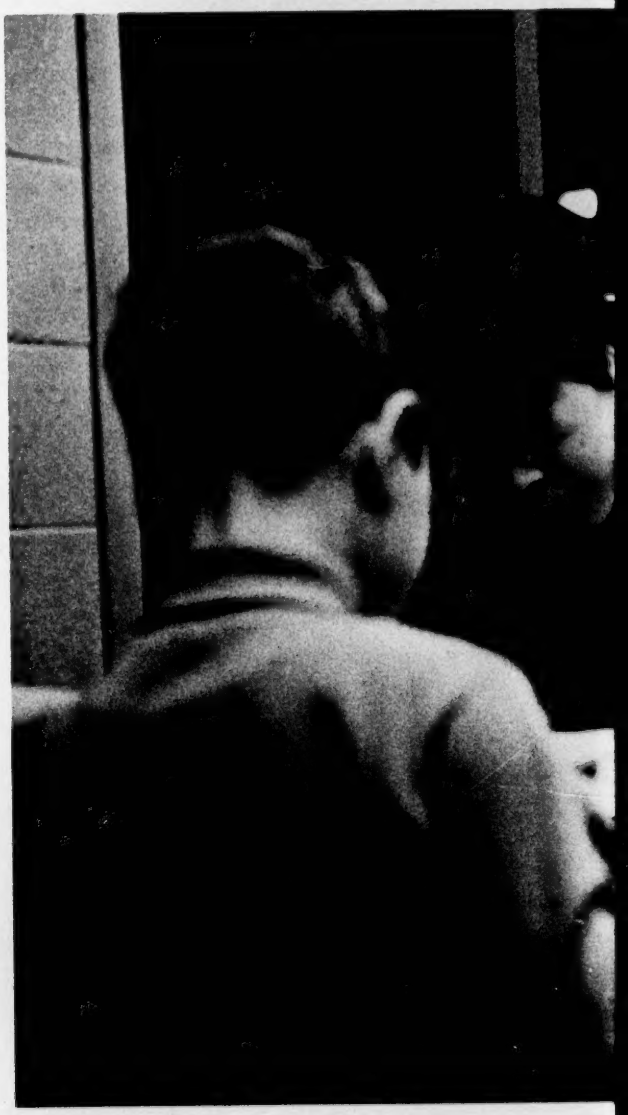


[9]Simon, Frank. *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

Social skills

Knowledge of ways and m
problems should also include

1. Interpret the feelings
2. Respond to the feelin
   a manner appropriate
3. Express one's own fee
4. Cooperate with others
   of compromising basi



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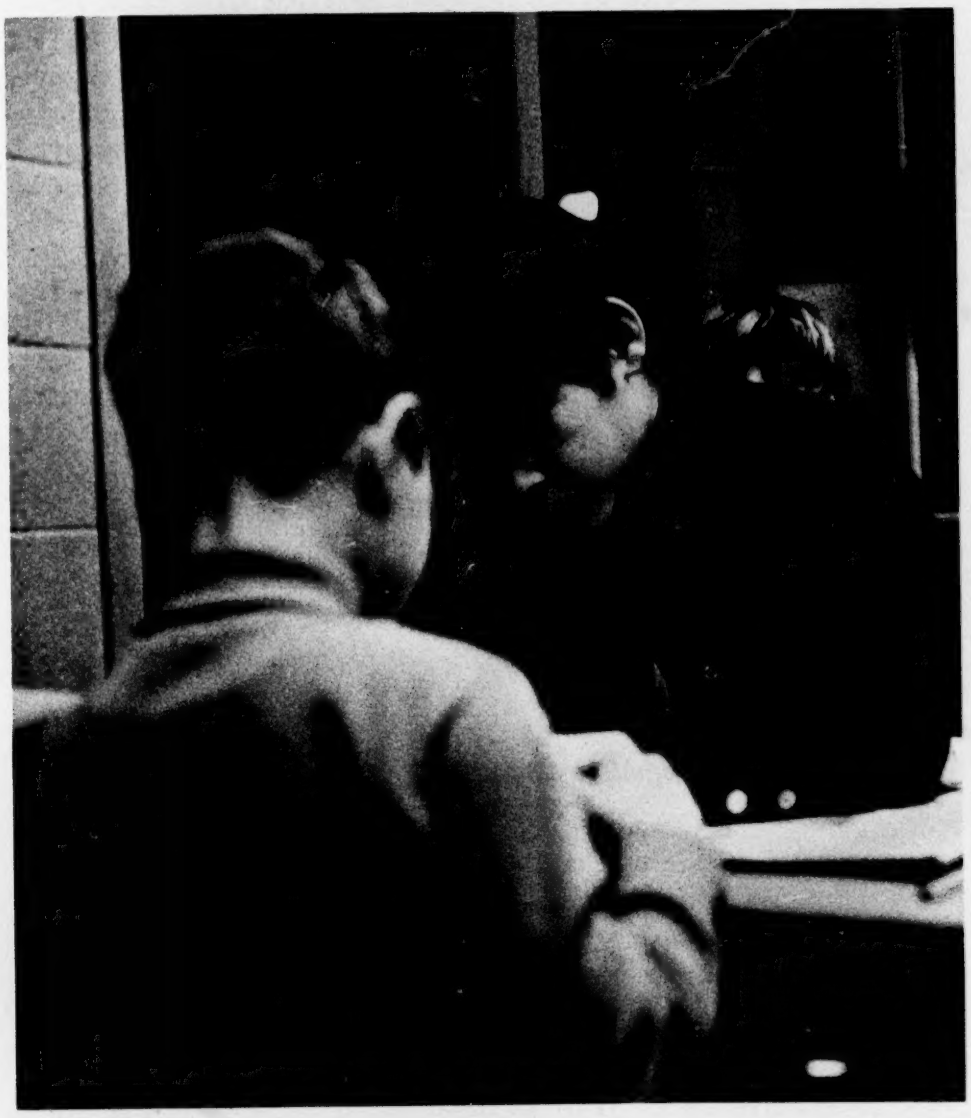
Social skills

Knowledge of ways and means of dealing with social problems should also include the ability to:

1. Interpret the feelings and ideas of others
2. Respond to the feelings and ideas of others in a manner appropriate to the occasion
3. Express one's own feelings and ideas to others
4. Cooperate with others, though not to the extent of compromising basic values.



Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

Inter-disciplinary base of social studies concepts

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

1. **ENVIRONMENT** is, itself, an important concept which can be defined in terms of **Time, Space, Culture** and **Systems.**
2. Man's interaction with his environment produces **CAUSAL RELATIONSHIPS.** In order to understand causality, one needs to recognize that behavior is affected by **Goals, Norms, Technology,** and **Power.**
3. Since all man's interactions involve cause and effect relationships, he lives in a state of **INTERDEPENDENCE.** Interdependence may take the form of **Cooperation** and/or **Conflict** and may produce **Stability** and/or **Change.**

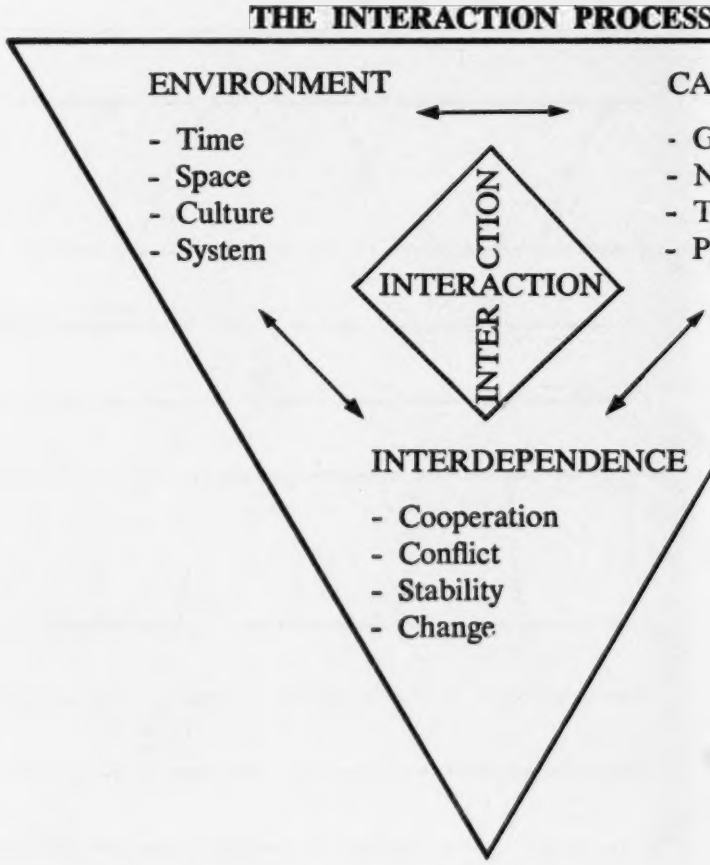
A diagramatic representation of the interaction process appears opposite.

The spiralling of concepts

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.[10] A diagramatic representation of spiralling concepts is shown on page 14.

[10]Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

THE INTERACTION PROCESS



edge of concepts, generalizations, theories
ures should result from students synthesizing
data gathered or produced while confronting
es. Some of the major concepts needed in
human behavior are outlined below. These
should be used by students in developing
ions and theories which seek to explain
alues.

RACTION is a key concept in the under-
f social problems. History, geography and
sciences describe in part man's interaction
cial and physical environment.

VIRONMENT is, itself, an important con-
t which can be defined in terms of **Time,**
ce, Culture and **Systems.**

n's interaction with his environment pro-
es **CAUSAL RELATIONSHIPS.** In order
understand causality, one needs to recognize
t behavior is affected by **Goals, Norms,**
hnology, and **Power.**

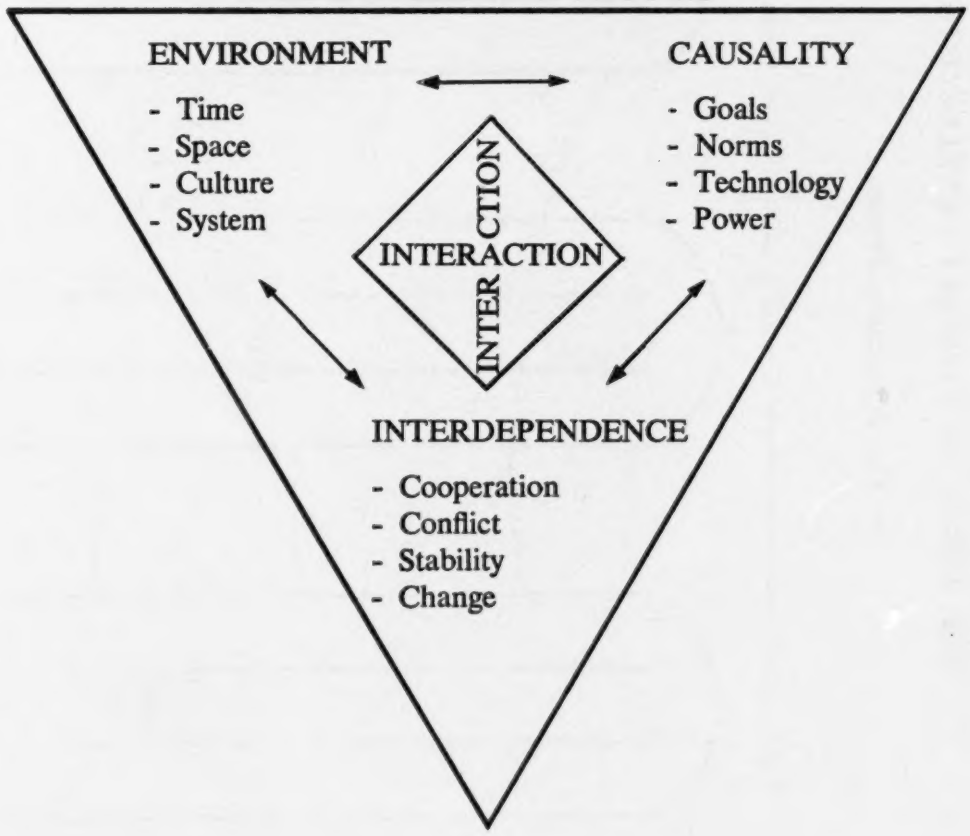
ce all man's interactions involve cause and
ct relationships, he lives in a state of
TERDEPENDENCE. Interdependence may
e the form of **Cooperation** and/or **Conflict**
d may produce **Stability** and/or **Change.**

gramatic representation of the interaction
pears opposite.

and other concepts should be studied in more
grade level on the understanding that lower
attend to the concept in a specific, concrete
manner. Succeeding grades will treat each
greater generality, abstractness, and com-
A diagramatic representation of spiralling
shown on page 14.

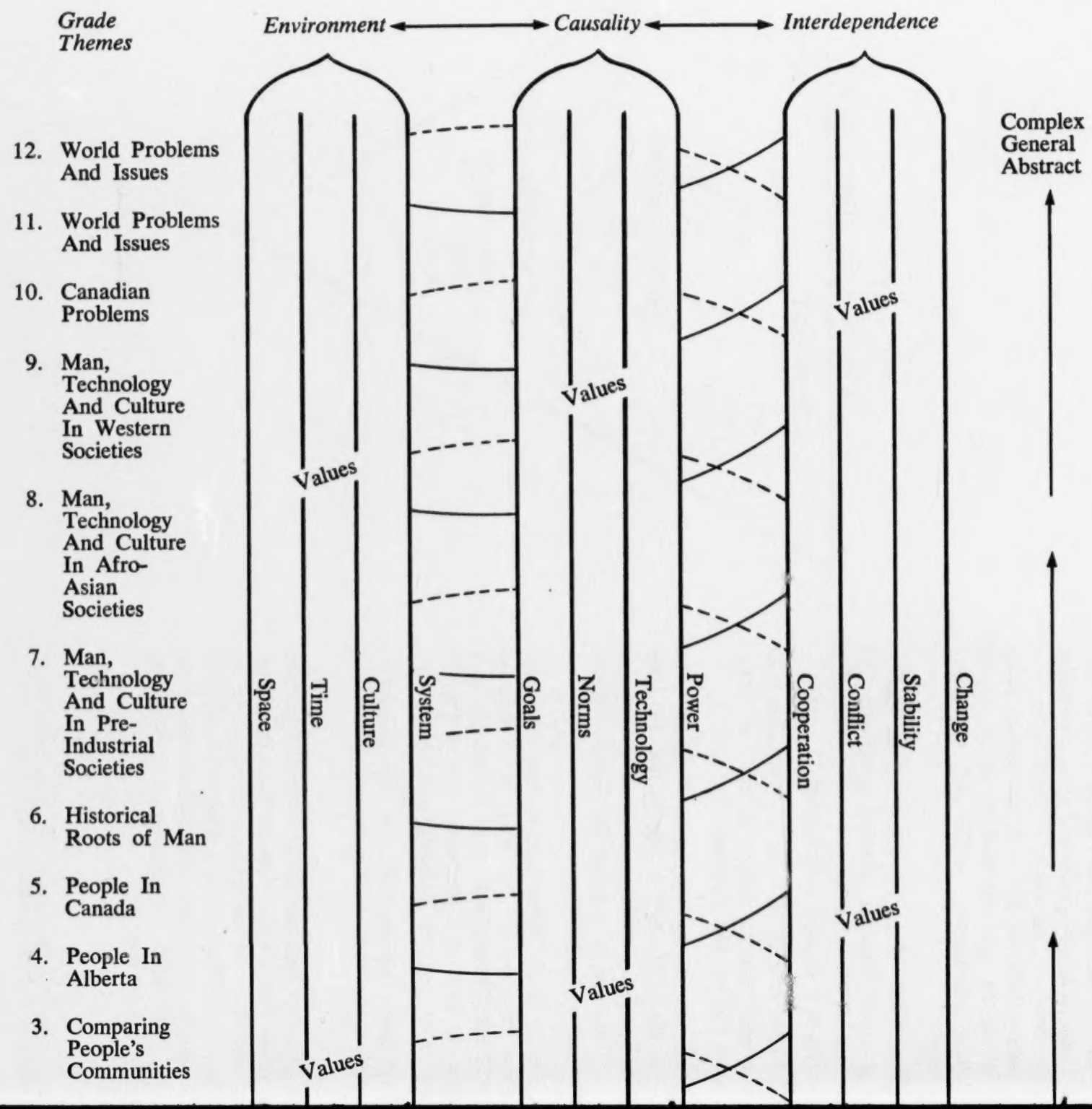
da, *Teachers' Handbook for Elementary Social*
n Mills, Ontario: Addison-Wesley Company, 1967),

THE INTERACTION PROCESS

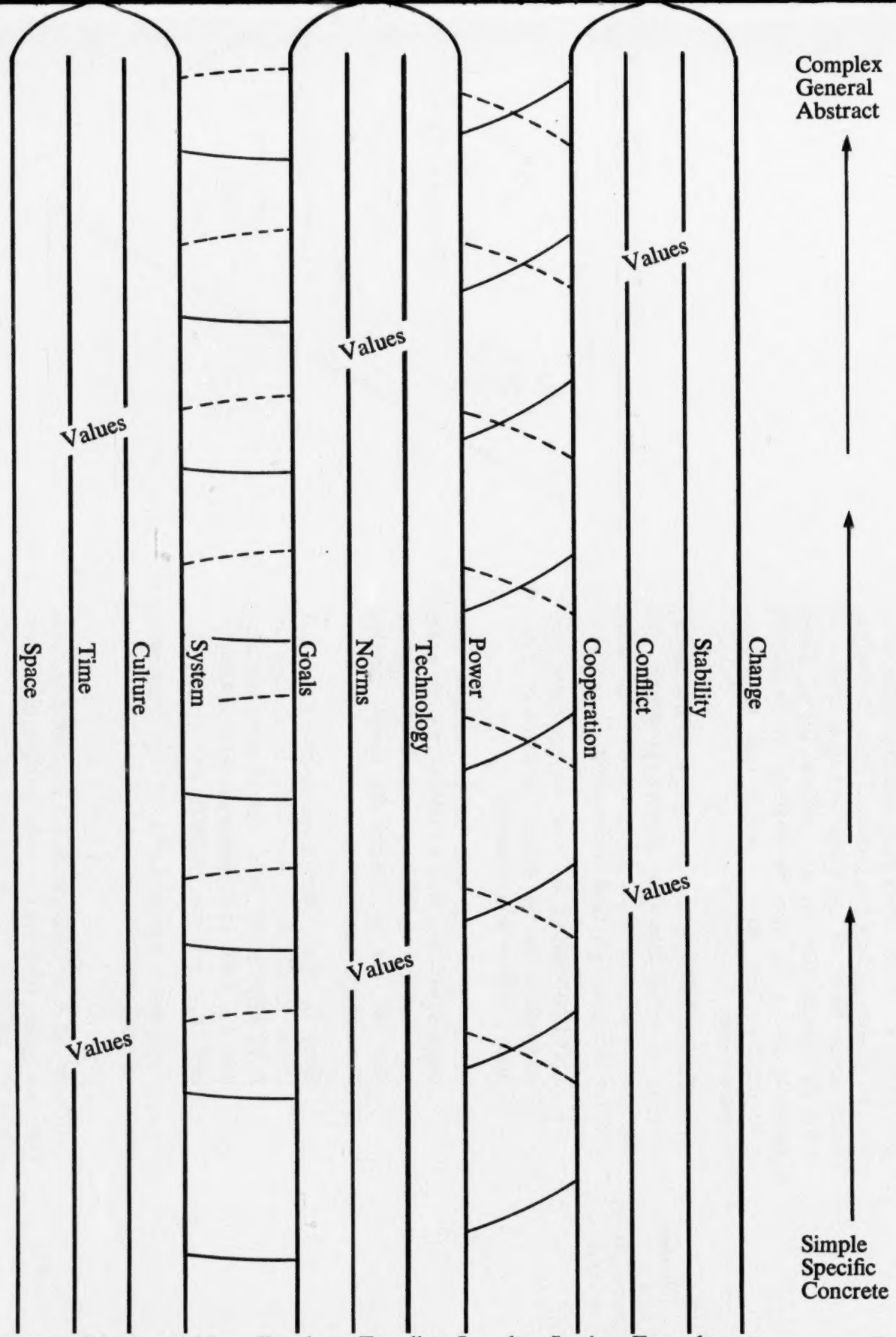


THE SPIRAL OF CONCEPT DEVELOPMENT

The Interaction Process



12. World Problems And Issues
11. World Problems And Issues
10. Canadian Problems
9. Man, Technology And Culture In Western Societies
8. Man, Technology And Culture In Afro-Asian Societies
7. Man, Technology And Culture In Pre-Industrial Societies
6. Historical Roots of Man
5. People In Canada
4. People In Alberta
3. Comparing People's Communities
2. Neighbours
1. Families
K. All About Me



Values: Dignity of Man, Freedom, Equality, Loyalty, Justice, Empathy, etc.

Planning For The Attainment of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. **More detailed planning of learning opportunities is the responsibility of each teacher and class.** All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

Two-thirds time on structured scope and sequence

A. Structured Scope and Sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten—All About Me

Grade I—Families

—Analysis of family living through case studies of, **for example,** a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II—Neighbours

—Analysis of interactions which occur among, **for example,** the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III—Comparing People's Communities

—Comparison and contrast of community life in, **for example,** a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

Grade IV—People in Alber

—Historical, economic, graphic analysis of A comparison and contr that have similar hist economic bases, **for e** tina, U.S.S.R., Middle ern U.S.A. and other

Grade V—People in Canad

—Sample studies to ana temporary life in Can people in an Atlantic French-Canadian mi munity, people in a people in an Onta people in a Prairie fa British Columbia f people in a Western in a coastal city, pe town, and other samp

Grade VI—Historical Roo

—Anthropological anal early civilizations in, ranean area (e.g., E Far East (e.g., Indi (e.g., Incas, Mayans Indian), and Africa or other tribes).

Grade VII—Man, Techno Industrial Soc

—Conceptual understa and **Culture** through pre-industrial societie and students

Grade VIII—Man, Techn Asian Societ

—Depth studies of soc Asia (excluding the and Pacific Islands

ing For The Attainment of Multiple Objectives

receding statements of objectives offer only indication of the processes and content of opportunities in the social studies. **More lanning of learning opportunities is the re- y of each teacher and class.** All learning ties must be consistent with the objectives bove, whether the learning opportunity arises structured scope and sequence or in connec- a problem of current interest.

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ten—All About Me

—Families

alysis of family living through case studies of, **example,** a contemporary family, a family of g ago, an Afro-Asian family, and other ilies

—Neighbours

alysis of interactions which occur among, **for mple,** the local neighbours, rural and urban ghbours, neighbours in other cultures

I—Comparing People's Communities

mparison and contrast of community life in, **example,** a modern-day Indian or Eskimo mmunity and a North-American megalopolis; a lage in Africa or Asia, and a community in Pacific, or tropical South America; a Menno- e or Hutterite community and other communi- s which lend themselves to comparison and ntrast

Grade IV—People in Alberta

—Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, **for example,** Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

Grade V—People in Canada

—Sample studies to analyze historical and/or contemporary life in Canadian regions, **for example,** people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

Grade VI—Historical Roots of Man

—Anthropological analysis and social history of early civilizations in, **for example,** The Mediterranean area (e.g., Egypt, Greece, Rome), The Far East (e.g., India, China), The Americas (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

Grade VII—Man, Technology and Culture in Pre-Industrial Societies

—Conceptual understanding of **Man, Technology** and **Culture** through case studies of primitive, pre-industrial societies to be selected by teachers and students

Grade VIII—Man, Technology and Culture in Afro-Asian Societies

—Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

Grade IX—Man, Technology and Culture in Western Societies

—Depth studies of societies selected from the Americas (excluding Canada), Europe, all of U.S.S.R., Australia and New Zealand

Grade X—Canadian Problems

—Historical, economic, sociological, political problems facing Canada

Grade XI—World Problems and Issues

—Tradition versus Change
—Population and Production

Grade XII—World Problems and Issues

—Political and Economic Systems
—Conflict and Cooperation

B. **Problems of Current Interest**

One-third time unstructured

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Joint Planning

Students and teachers should jointly plan the use of the one-third time. **Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility.**

The amount of teacher leadership r
ning and use of the one-third time
to the ability, experience, and matu
teacher's influence should be exert
to a degree consistent with this obj

Distribution of time

The one-third time may be
school year (or semester) in any w
teachers see fit. Three of the many
are:

1. One time block, accountin
total class time, taken at a
year
2. Two- or three-week "units"
for one-third of total class t
points during the year
3. Propitious occasions, accou
of total class time, taken
during the year.

—Man, Technology and Culture in Western Societies

oth studies of societies selected from the ericas (excluding Canada), Europe, all of .S.R., Australia and New Zealand

—Canadian Problems

torical, economic, sociological, political prob-s facing Canada

—World Problems and Issues

dition versus Change
ulation and Production

II—World Problems and Issues

itical and Economic Systems
nflict and Cooperation

ems of Current Interest

oximately one-third of class time in social ay be devoted to problems that are of current o students and teachers. The Department of n does not intend to structure the use of this time. Problems which meet the criteria which ay arise as extensions of the main themes and es for each grade. They may relate to prob-ndividual students, the school, the community, orld, and may concern the past, the present e future. A given problem may be studied by class, by a group, or by individual students. ortant that a record be kept of the problems y each student throughout his or her school

nts and teachers should jointly plan the use of hird time. **Generally speaking, the teacher ew the one-third time as an opportunity for to develop independence and responsibility.**

The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.

Distribution of time

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year
2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year
3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.

Futurity

C. Criteria for Selecting Learn

In selecting the processes day experiences in the socia **whether for the two-thirds tim the Department of Education devoted to problems of curren** students should attend to the f

1. Does the experience ha it contribute to the att cognitive objectives?

   a) Does it involve a

   b) Can it contribute **social and/or inqu**

   c) Does it provide for derstanding of **con**

   d) Does the experience which will lead t **Canada** tempered w understanding of sig

Relevance

2. Is the experience **relev** terests of students?

Materials

3. Are **data and materia** students gain experien mary data?

Overlap

4. Does the experience a **overlap** and repetition or later grades?

C. Criteria for Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum—**whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest**—teachers and students should attend to the following criteria:

Futurity

1. Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?
   a) Does it involve a pertinent **value issue?**
   b) Can it contribute to the development of **social and/or inquiry** skills?
   c) Does it provide for growth in students' understanding of **concepts?**
   d) Does the experience fit as part of a sequence which will lead to a **reasoned pride in Canada** tempered with a **world view** and an understanding of significant **social problems?**

Relevance

2. Is the experience **relevant** to the needs and interests of students?

Materials

3. Are **data and materials** available and/or can students gain experience through gathering primary data?

Overlap

4. Does the experience **avoid** the disadvantageous **overlap** and repetition of experiences in earlier or later grades?

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NOTE: Most of the above references may be found in the Elementary Social Studies Descriptive Catalogue of the School Book Branch, Department of Education.

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CHANGI
JUSTICE

Chapter II

ELABORATION OF PROGRAM COMPONENTS

THE CURRICULUM-INSTRUCTION PROCESS

Alberta's new School Act[1] stipulates that courses of study will be prescribed by the Department of Education.

> However, the nature of this prescription will tend to be broad and will consist of statements of objectives as well as statements of minimum content expressed in terms of concepts, processes, experiences or skills. While such courses will form the basis for instruction, it is expected that within the framework of the prescribed courses, many decisions will be made at the district, school and classroom level in order to meet the needs of particular groups of students as well as the needs of individual students.[2]

The Department of Education's broad prescription for the social studies is outlined in Chapter I of this handbook. Chapter I might be called Alberta's "master-curriculum"[3] for social studies in Grades I-XII. It forms the basis for instruction but allows for many decisions at the district, school and classroom level.

The task of translating the master curriculum into effective learning opportunities is the responsibility of educators at the local level. In order to help teachers in their curriculum planning, Chapter II elaborates the values, skills and knowledge components of the master curriculum.

[1]Government of the Province of Alberta; *An Act Respecting Public and Separate Schools:* Edmonton, Queen's Printer, 1970. See Section 12(2) and 12(1)(d).

[2]Department of Education, "Curriculum Bulletin", December, 1970.

[3]Johnson, *Op. Cit.*

VALUES AND VALUING AS CURRICULAR

Values are the feelings and ideas, for the most
which individuals and societies hold in regard to what
important. Values predispose people to act in certa
major determinants of human behavior. As such, th
definite and explicit part of social studies content.

> In periods of deep anxiety and rapid social change
> come to the surface and become more intense. E
> default or intent become embroiled in the curren
> to reconcile old and emerging values. The school
> sibility for coming to terms with a questioni
> searching for answers to the deepest questions
> cratic society can pose.[4]

As schools "become embroiled in the current tu
reconcile old and emerging values", teachers find th
multi-horned dilemma. Are they to transmit the va
do they allow students to discover their own values?
themselves as transmitters of values, which values
when society is so pluralistic that many competing
If students are allowed to discover their own values,
be functional for and tolerated by the society served

[4]Logan, Lillian and Gerald Rimmington, *Social Studies: A*
Toronto: McGraw-Hill of Canada Limited, 1970, pp. 29-30.

Chapter II

ELABORATION OF PROGRAM COMPONENTS

ULUM-INSTRUCTION PROCESS

Act[1] stipulates that courses of study will be ment of Education.

of this prescription will tend to be broad and nts of objectives as well as statements of mini- d in terms of concepts, processes, experiences ourses will form the basis for instruction, it is he framework of the prescribed courses, many at the district, school and classroom level in ds of particular groups of students as well as l students.[2]

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the master curriculum into effective learning nsibility of educators at the local level. In their curriculum planning, Chapter II elabo- d knowledge components of the master curri-

of Alberta; *An Act Respecting Public and Separate* Printer, 1970. See Section 12(2) and 12(1)(d).

Curriculum Bulletin", December, 1970.

VALUES AND VALUING AS CURRICULAR CONTENT

Values are the feelings and ideas, for the most part unconscious, which individuals and societies hold in regard to what is right, good and important. Values predispose people to act in certain ways and are major determinants of human behavior. As such, they should form a definite and explicit part of social studies content.

> In periods of deep anxiety and rapid social change value orientations come to the surface and become more intense. Education must by default or intent become embroiled in the current turbulent efforts to reconcile old and emerging values. The school must take responsibility for coming to terms with a questioning youth who is searching for answers to the deepest questions a changing democratic society can pose.[4]

As schools "become embroiled in the current turbulent efforts to reconcile old and emerging values", teachers find themselves riding a multi-horned dilemma. Are they to transmit the values of society or do they allow students to discover their own values? If teachers regard themselves as transmitters of values, which values do they transmit when society is so pluralistic that many competing values are extant? If students are allowed to discover their own values, will these values be functional for and tolerated by the society served by the school?

[4]Logan, Lillian and Gerald Rimmington, *Social Studies: A Creative Direction*, Toronto: McGraw-Hill of Canada Limited, 1970, pp. 29-30.

The teachers' dilemma is further complic
to how values are internalized by an individua
values? It is commonly believed that values
However:

> The widespread notion that values cannot
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> process with a high degree of predictabili
> or through deliberate shaping of the ma
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> of totalitarian ends and modes of behav
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> morse.[5]

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tion, **"Should** we teach values?" Should s
values primarily designed to serve society? C
tentialist dictum that:

> In this perennial problem of human existe
> is the highest value. The only values a
> individual are those which he has freely

In attempting to resolve these dilemmas,
by the statement of Aims and Objectives for
Alberta. The statement establishes the po
school in the province may adopt a philosoph
to the needs and interests of the community
lated, however, that students must also be exp
positions. This policy arises from a basic
individual, particularly his right to responsi
decision-making.

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[5]Smith, Robert R. "Personal and Social Values",
ington, A.S.C.D., May, 1964.

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[6]Walker, B. D. "Values and the Social Studies"
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1967, p. 149.

The teachers' dilemma is further complicated by questions relating to how values are internalized by an individual. Can we, in fact, "teach" values? It is commonly believed that values are "caught, not taught". However:

> The widespread notion that values cannot be taught must be labeled as archaic. Pretechnical and preliterate societies have mastered the process with a high degree of predictability through intuitive means or through deliberate shaping of the maturation process spanning many generations. Authoritarian societies, which rise during periods of massive frustration, have shaken us with their success in building fanatical commitments to an explicit, simplified ideological catchism of totalitarian ends and modes of behavior which become dogma, and which are turned against others without equivocation or remorse.[5]

Assuming that we **can** teach values, we are still left with the question, **"Should** we teach values?" Should schools strive to inculcate values primarily designed to serve society? Or do we follow the existtentialist dictum that:

> In this perennial problem of human existence, authentic individuality is the highest value. The only values acceptable to an authentic individual are those which he has freely chosen.[6]

In attempting to resolve these dilemmas, teachers should be guided by the statement of Aims and Objectives for the Elementary Schools of Alberta. The statement establishes the policy that each elementary school in the province may adopt a philosophy of education appropriate to the needs and interests of the community which it serves; it is stipulated, however, that students must also be exposed to other philosophical positions. This policy arises from a basic belief in the rights of the individual, particularly his right to responsible participation in social decision-making.

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[5]Smith, Robert R. "Personal and Social Values", *Educational Leadership,* Washington, A.S.C.D., May, 1964.

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[6]Walker, B. D. "Values and the Social Studies". *A Rationale for the Social Studies,* Odynak, S. N. (ed), Alberta Department of Education, Edmonton, 1967, p. 149.

Further guidance may come from current educational theory and practice. Discovery learning is the order of the day. Schools are committed to the methodological values of objectivity, skepticism, and respect for evidence. We cannot "teach children to engage in inquiry and discovery and have them refrain from pushing their questioning to the point of asking what ought to be".[7]

Consistent with the above guidelines, the new social studies is concerned primarily with developing students' ability to process values. Each student is subject to bombardment by many, often conflicting, values from the home, the church, the peer group, the mass media. He must process these many values, accepting some, rejecting others and modifying still others. His unique behavior will represent a synthesis of the many values which he has had to process. Each person's behavior should attest to values that are **clear, consistent and defensible** in terms of the life goals of the individual as a member of society.

[7]Price, Roy "Goals for the Social Studies" in *Social Studies Curriculum Development: Problems and Prospects,* 39th Yearbook of the N.C.S.S., 1969, p. 51.

The many value positions with which each child
resent various forms of what societies generally agr
basic moral values.[8] **The social studies curriculum
forum in which students can determine for themse
interpret and apply these basic values.** Though
should also be considered, the following are deemed
of attention in the social studies. The six values li
mutually exclusive. They are all inter-related. For e
of man may well represent a composite of all the ot

Each student should determine how he will inter

i. The Dignity of Man. Human behavior is influ
which is placed upon the dignity of man. D
need-fulfillment. Maslow puts forward the
can be placed in a hierarchy which includes
safety needs, love needs, esteem needs, and
actualization. Human dignity will have bee
each individual has actualized his potential.
dignity of man, students may use terms suc
individual, human pride, importance, distinct
respectability, status, self-esteem, honor, etc

ii. Freedom. Human behavior is influenced b
upon various forms of freedom. We may
hunger, disease, oppression, etc. We also se
our lives in satisfying ways. In talking abou
may use terms such as liberty, independen
right, privilege, autonomy, self-determination
sibility, etc.

iii. Equality. Human behavior is influenced b
upon equality. Variations in social and ph
produce inequalities among individuals and
people are prepared to grant equality to othe
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impartiality, equality, reasonableness, legiti
etc.

[8]Walker, *Op. Cit.*

come from current educational theory and
g is the order of the day. Schools are com-
gical values of objectivity, skepticism, and
cannot "teach children to engage in inquiry
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above guidelines, the new social studies is
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church, the peer group, the mass media. He
values, accepting some, rejecting others and
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t are **clear, consistent and defensible** in terms
ividual as a member of society.

cial Studies" in *Social Studies Curriculum Develop-*
, 39th Yearbook of the N.C.S.S., 1969, p. 51.

The many value positions with which each child is bombarded represent various forms of what societies generally agree to be a core of basic moral values.[8] **The social studies curriculum should provide a forum in which students can determine for themselves how they will interpret and apply these basic values.** Though many other values should also be considered, the following are deemed particularly worthy of attention in the social studies. The six values listed below are not mutually exclusive. They are all inter-related. For example, the dignity of man may well represent a composite of all the others.

Each student should determine how he will interpret and apply:

i. The Dignity of Man. Human behavior is influenced by the value which is placed upon the dignity of man. Dignity is related to need-fulfillment. Maslow puts forward the theory that needs can be placed in a hierarchy which includes physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. Human dignity will have been maximized when each individual has actualized his potential. In talking about the dignity of man, students may use terms such as worth of the individual, human pride, importance, distinctiveness, supremacy, respectability, status, self-esteem, honor, etc.

ii. Freedom. Human behavior is influenced by the value placed upon various forms of freedom. We may seek freedom **from** hunger, disease, oppression, etc. We also seek freedom **to** live our lives in satisfying ways. In talking about freedom, students may use terms such as liberty, independence, scope, margin, right, privilege, autonomy, self-determination, immunity, responsibility, etc.

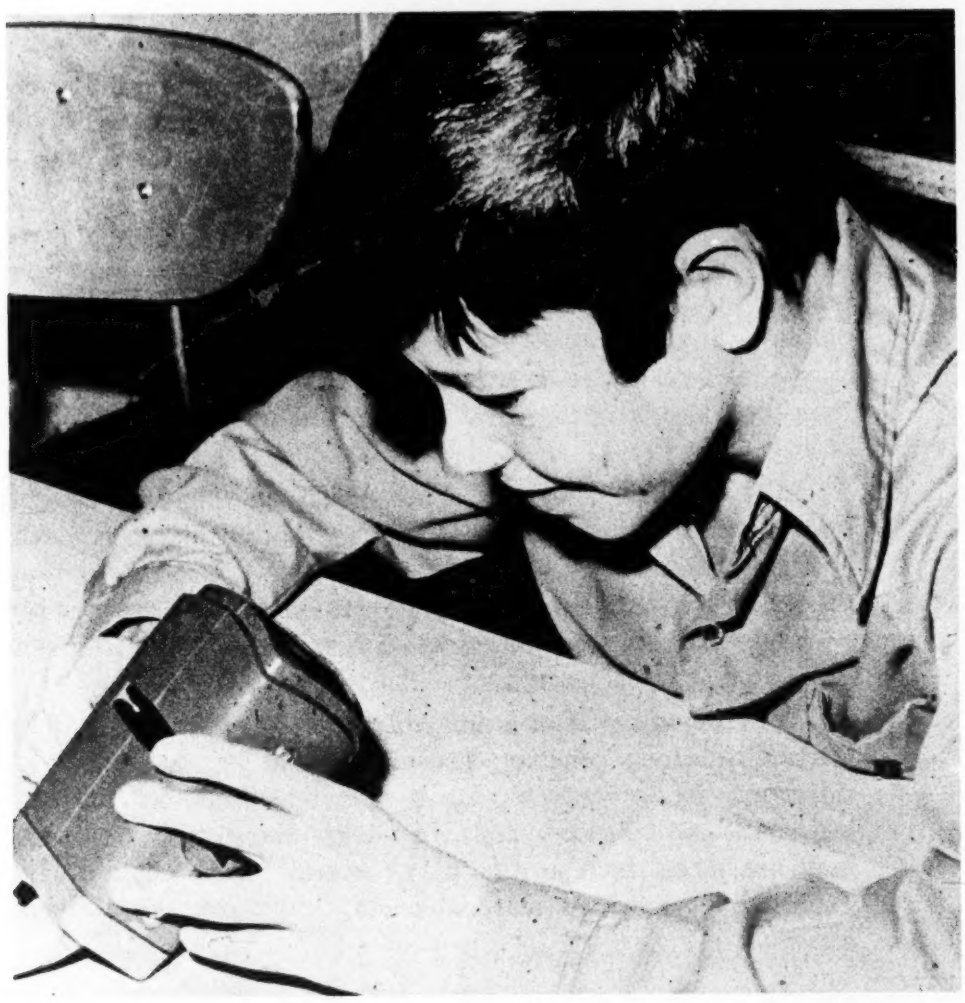
iii. Equality. Human behavior is influenced by the value placed upon equality. Variations in social and physical environment produce inequalities among individuals and societies. Not all people are prepared to grant equality to others. In talking about equality, students may use terms such as parity, evenness, similarity, synonymous, etc.

iv. Justice. Human behavior is influenced by the value placed upon justice. Judicious behavior is usually based on reasoned consideration for others. Justice is sometimes codified through legislation and court decisions. In talking about justice, students may use terms such as fair play, security, what ought to be, impartiality, equality, reasonableness, legitimacy, rightfulness, etc.

[8]Walker, *Op. Cit.*

v. Empathy. Human behavior is influenced by the empathy people hold for each other. Empathy is "The abi.ity to put yourself in somebody else's shoes". Empathy arises from understanding and increases as a result of improved communication. In talking about empathy, students may use terms such as sharing feelings, projecting oneself, imagining, pretending, appreciating, etc.

vi. Loyalty. Human behavior is influenced by the loyalties people hold. Loyalties may be directed toward persons, things and ideas. Multiple loyalties are possible. Loyalty conflicts must be resolved by assigning priorities among the loyalties. In talking about loyaty, students may use terms such as homage, allegiance, faithfulness, devotion, fidelity, obedience, trustworthiness, etc.



SKILLS AND PROCESSES AS CURR

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i. Choosing. Choices should be made f
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—locating, gathering, organizing, in
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observations

—identifying a problem and suggest
action

—formulating and testing hypothese
quences of each alternative

ii. Prizing. Prizing includes being happy
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—understanding their own value syste

—using logic, rhetoric and semanti
support of the choices made

iii. Acting. Acting involves doing somet
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develop the sub-skills of:

—planning strategies and tactics sui

—utilizing available resources

—carrying actions to a satisfying co

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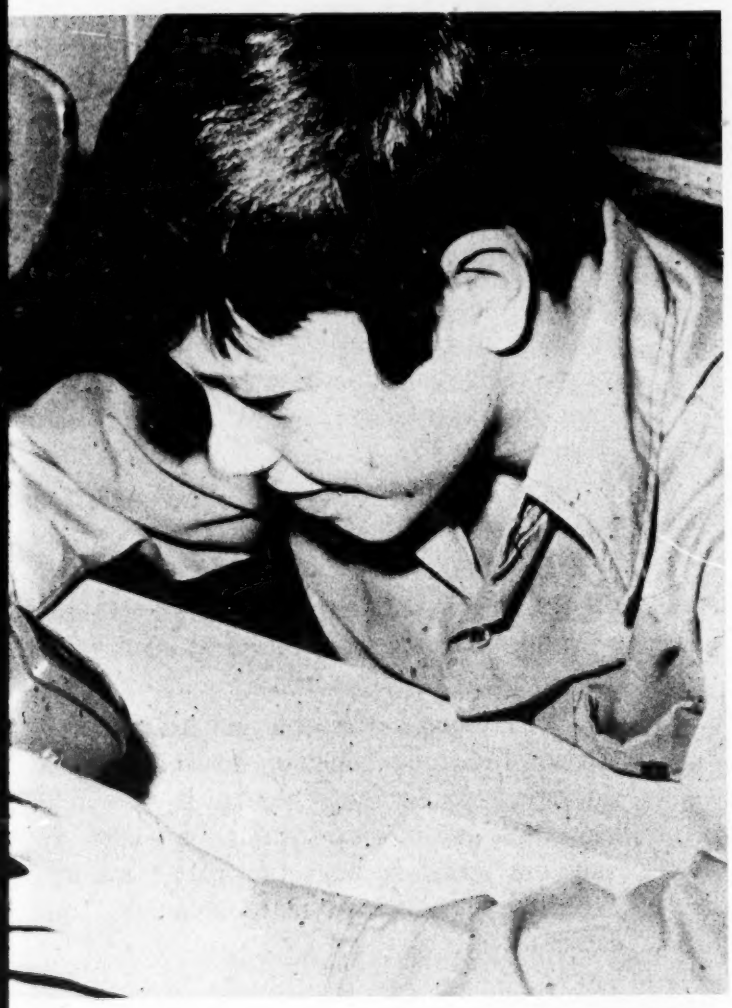


SKILLS AND PROCESSES AS CURRICULAR CONTENT

Skills are developed abilities or aptitudes. There is a staggering array of social studies skills so complex as to defy satisfactory categorization. However, most social studies skills can be subsumed under the three major skills which define the valuing process-choosing, prizing and acting.

i. Choosing. Choices should be made freely from among alternatives after careful consideration of the consequences of each alternative. This suggests that students must develop the sub-skills of:

—locating, gathering, organizing, interpreting, evaluating and summarizing information from a wide variety of sources, including print and non-print media, interviews, surveys, and observations

—identifying a problem and suggesting alternative courses of action

—formulating and testing hypotheses as to the likely consequences of each alternative

ii. Prizing. Prizing includes being happy with the choice and willingness to affirm the choice, in public if necessary. This suggests that students must develop the sub-skills of:

—understanding their own value system

—using logic, rhetoric and semantics to speak and write in support of the choices made

iii. Acting. Acting involves doing something with a choice, repeatedly in some pattern of life. This suggests that students must develop the sub-skills of:

—planning strategies and tactics suited to the intended action

—utilizing available resources

—carrying actions to a satisfying conclusion

It should be recognized that choosing, prizing, and acting encompass all of the affective, cognitive, problem-solving and social skills listed in Chapter I of this handbook. At the elementary grade level, it might be expected that skills would be only partially developed. Expectations for levels of skill development should be established by each teacher.

CONCEPTS AND GENERALIZATIONS

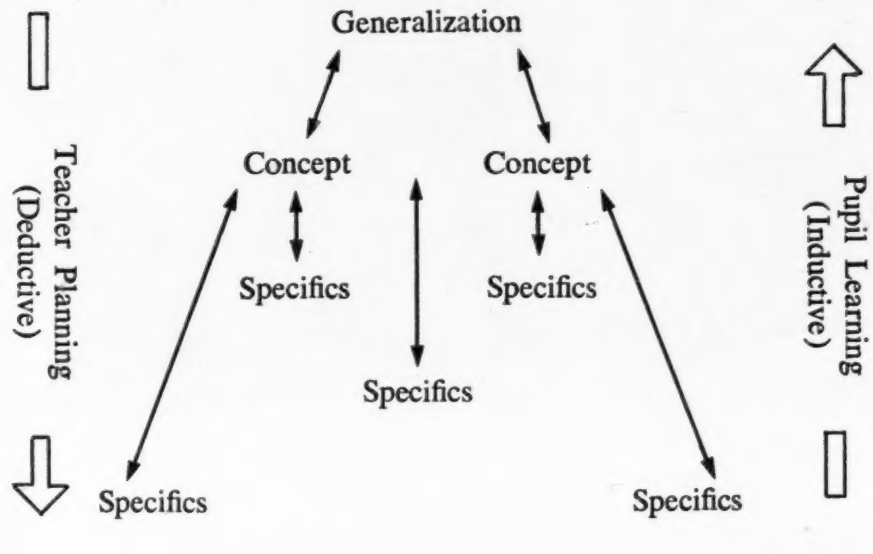
AS CURRICULAR CONTENT

Knowledge is useful only to the extent that it finds expression in human behavior. The kinds of knowledge which are likely to have the greatest influence on human behavior are the "big ideas" which we call concepts and generalizations. A concept is an abstraction—an idea generalized from particular cases. A generalization is a statement which expresses relationship between two or more concepts. Concepts and generalizations have the power to symbolize vast amounts of information. They differ from facts in that they are transferable from one setting to another. They are also more easily remembered and are less subject to obsolescence.

The "big ideas" to be developed in Alberta's social studies curriculum are expressed as concepts. These concepts must be developed by tying together facts and specifics. Concepts can then be embodied in even more abstract generalizations. In selecting social studies content, teachers should plan deductively from generalization to concept to specifics. Students should learn inductively; beginning with specific data, conceptualizing this data and then generalizing about the concepts.

The Place of Concepts in Social Studies

Teaching and Learning



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ACTION. The interaction concept is basic to
It is the process through which man relates to
environment.

The interaction process takes place in an EN
by **time, space, system** and **culture.** Interactio
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and **power.** Interaction results in INTERDEPE
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each unit of study. (See spiral of concepts, page

The following generalizations embody the b
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in what is essentially adult terminology. **In plan
teachers should translate these generalizations
appropriate to the level of his or her students.**

a. Environment

Man constantly seeks to satisfy his social an
doing, he attempts to adapt, shape, utilize, and
physical environment.

i. Space. The nature of man's organizatio
area (spatial organization) results from
tudes, needs and demands; the kinds of re
and the stage of his technology.

ii. Time. Man lives within a measured sp
ciency is determined by the successful u
his needs and demands, and, in some ca
meeting their needs and demands.

iii. Culture. Culture is a product of man's
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S AND GENERALIZATIONS

URRICULAR CONTENT

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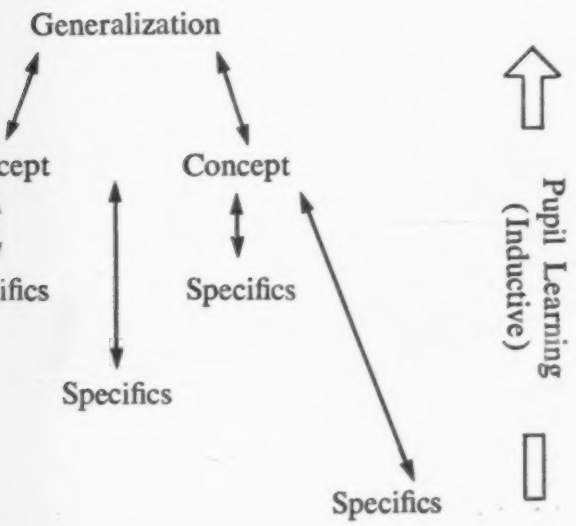
Teaching and Learning



Concepts used in the social studies are drawn from history, geography and the social sciences. Some social studies curricula are multi-disciplinary in that concepts from the various social disciplines remain distinct and separate. The Alberta curriculum is inter-disciplinary. Concepts from the social disciplines are integrated in such a way as to be indistinguishable as separate entities. It is our belief that man's behavior should not be compartmentalized for study. The major concept to be developed in the Alberta social studies curriculum is INTERACTION. The interaction concept is basic to most social disciplines. It is the process through which man relates to his social and physical environment.

The interaction process takes place in an ENVIRONMENT defined by **time, space, system** and **culture.** Interaction produces CAUSAL RELATIONSHIPS which are influenced by **goals, norms, technology** and **power.** Interaction results in INTERDEPENDENCE which may take the form of **cooperation, conflict, stability** or **change.**

All of the above concepts should receive some attention at each grade level in the elementary social studies program. It is suggested, though, that teachers select two or three concepts to be emphasized in each unit of study. (See spiral of concepts, page 14.)

The following generalizations embody the basic concepts outlined above. Generalizations are high-level abstractions. They are stated here in what is essentially adult terminology. **In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.**

a. Environment

Man constantly seeks to satisfy his social and physical needs. In so doing, he attempts to adapt, shape, utilize, and exploit his social and physical environment.

i. Space. The nature of man's organization of activities within an area (spatial organization) results from his social-political attitudes, needs and demands; the kinds of resources at his disposal; and the stage of his technology.

ii. Time. Man lives within a measured space of time. His efficiency is determined by the successful use of time in meeting his needs and demands, and, in some cases, assisting others in meeting their needs and demands.

iii. Culture. Culture is a product of man's exclusive capacity to comprehend and communicate by means of symbols, gestures,

and experiences. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the environment. Each culture serves to sustain the individuals who live within that culture.

iv. System. Societies require systems of social control to survive. These controls are based upon uncodified or codified rules of behavior (mores, values and laws). Infraction of mores, values and laws brings ostracism, or pressure to conform to the controls.

b. Causality

All men are biased by the values established in their cultures, by their position in time and space, and by their individual tastes and prejudices. The biases cause diversity in goals and in the means chosen for attaining these goals. That events are caused is basic to grasping the course and meaning of social action.

i. Goals. Values held by individuals, social groups and nations are reflected in the goals which they choose. Cultural differences determine priorities among these goals.

ii. Norms. Each of the social groups to which an individual belongs helps shape his behavior. Members have different ways of acting, perceiving, thinking and feeling. Groups exert pressures on their members so that they will accept and follow group

ways and mores. The behavior of any ind
ways the norms of the group.

iii. Technology. Man uses technology to
physical needs. The complexity of his
the culture. Acceptable levels of supply
determined by culture. Differences in
within and among cultures lead to pr
employment, and of meeting new needs.

iv. Power. Power is a relationship by whi
or nation can take action which affects t
others. The number of options for act
exercise those options, are the determin
finite, thus there is conflict among those

c. Interdependence

The social and physical environment influenc
Man in turn modifies this environment. As he be
efficient, man is more able to modify his enviro
of people and their institutions in time and spa
cesses that bring about their establishing of pa
ecology. This is the study of interdependence
environment. It involves for example, clothing,
ces, food, institutions, folkways and mores.

i. Cooperation. A major problem in th
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cultural patterns as possible.

ii. Conflict. Conflict is a process-situation
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Individual conflict may exist within an
in which needs are in competition for sa

iii. Stability. Man has established traditio
which tend to remain relatively stable.
engage in activities which are familiar
sometimes threatens the stability of life

iv. Change. Change has been a universa
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ways and mores. The behavior of any individual reflects in many ways the norms of the group.

iii. Technology. Man uses technology to supply his social and physical needs. The complexity of his technology varies with the culture. Acceptable levels of supply and demand are also determined by culture. Differences in technological advances within and among cultures lead to problems of distribution, employment, and of meeting new needs.

iv. Power. Power is a relationship by which an individual, group or nation can take action which affects the behavior of self and others. The number of options for action and the means to exercise those options, are the determiners of power. Power is finite, thus there is conflict among those who covet power.

c. Interdependence

The social and physical environment influences man's ways of living. Man in turn modifies this environment. As he becomes more technically efficient, man is more able to modify his environment. The distribution of people and their institutions in time and space, as well as the processes that bring about their establishing of patterns, is called human ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, natural resources, food, institutions, folkways and mores.

i. Cooperation. A major problem in the modern world is to discover ways in which individuals, social groups and nations with similar or divergent cultures can cooperate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.

ii. Conflict. Conflict is a process-situation in which two or more human beings or societies seek actively to thwart each other's interests, even to the extent of injuring or destroying each other. Individual conflict may exist within an individual's personality in which needs are in competition for satisfaction.

iii. Stability. Man has established traditional patterns of living which tend to remain relatively stable. Most people prefer to engage in activities which are familiar to them. Technology sometimes threatens the stability of life situations.

iv. Change. Change has been a universal condition of human society. Pace of change varies with culture and is determined by traditional needs and exposure to other cultures. The tempo of change has increased markedly in technological societies in the recent past.

Chapter III

PLANNING INSTRUCTIONAL UNITS WITHIN THE ELEMENTARY SOCIAL STUDIES

Chapter I of this handbook prescribed the master-curriculum for social studies in the province of Alberta. Chapter II elaborated upon the major components of the program. The current chapter suggests one means of implementing the program — the preparation of well-constructed unit outlines.

In each unit, an appropriate number of items should be selected from the master-curriculum and organized for instructional purposes. Units must be planned in ways that allow the different needs and interests of students to be served. Within the same unit plan, students may work as a whole class, in small groups or on individual projects.

Alberta teachers have been preparing their own unit outlines for many years, often with the help of externally-prepared resource units. A set of suggested procedures for developing unit outlines is offered at this time because of certain characteristics of the new Alberta Social Studies Program. These characteristics have important implications for unit planning:

1. Planning must include an emphasis upon VALUES and the VALUING PROCESS
2. Activities within the unit should be planned as a means of developing thinking and problem-solving SKILLS
3. The content of the unit must be selected for its utility in building toward the understanding of CONCEPTS and GENERALIZATIONS
4. The greater FLEXIBILITY of the new social studies curriculum allows for planning to take into account the NEEDS and INTERESTS OF CHILDREN

For further explanation of numbers 1, 2 and 3 above, see the preceding chapter of this handbook.

The master-curriculum for social studies in Grades I-XII is purposely flexible. Units of study may be organized around problems, themes, or topics which students wish to investigate. **For approximately two-thirds of class time, the problems, themes and topics of study should be ones which fit into the very broad scope and sequence outlines on pages 16 and 17 of this handbook. During** **of class time students may confront the prob** **any time and any place.** All units should me page 18 of this handbook.

The planning of all social studies units sh discussions which are guided by probing qu Purposes of this pupil-teacher discussion sho

1. Problems, themes, or topics which stu
2. Attitudes, feelings, beliefs, and values
3. Skills which need strengthening
4. Areas of knowledge in which conceptua

Most teachers already use suitable form unit plans. However, some may prefer to use t allows for effective integration of objectives a

FORMAT OF THE UNIT

1. Unit Title
2. Overview
3. Objectives
   (a) Value objectives
   (b) Skill objectives
   (c) Knowledge objectives
4. Learning Opportunities
   (a) Opener
   (b) Development
   (c) Evaluating unit outcomes

Each element of the unit format is desc written in bold type are intended to guide teac own unit outlines. All criteria have been ext check list which appears on pages 38 and 39.

Chapter III

INSTRUCTIONAL UNITS WITHIN THE ELEMENTARY SOCIAL STUDIES PROGRAM

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The planning of all social studies units should be preceded by class discussions which are guided by probing questions from the teacher. Purposes of this pupil-teacher discussion should be to identify:

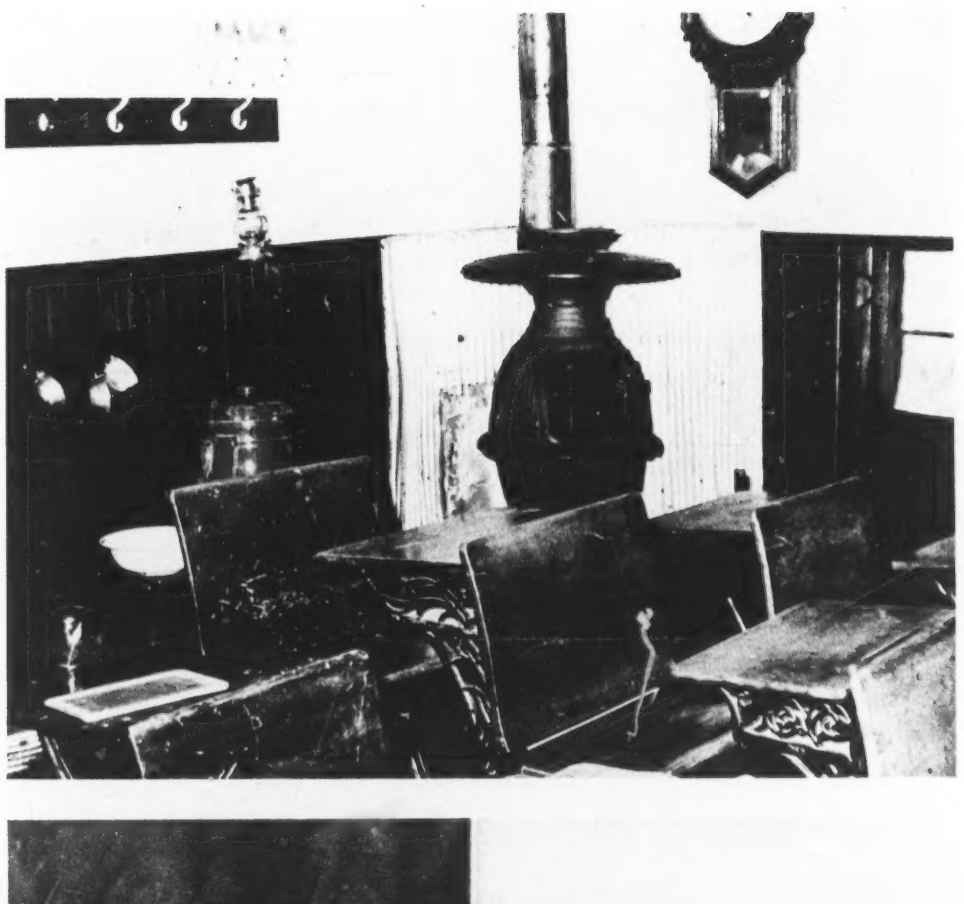
1. Problems, themes, or topics which students wish to investigate
2. Attitudes, feelings, beliefs, and values which need clarifying
3. Skills which need strengthening
4. Areas of knowledge in which conceptual understanding is lacking

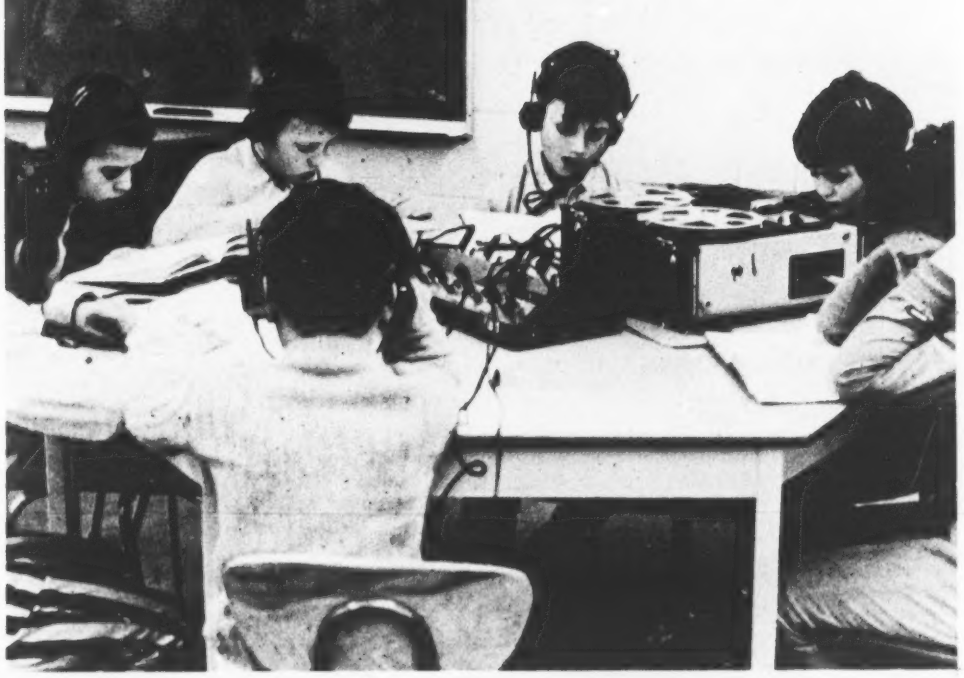
Most teachers already use suitable formats in the preparation of unit plans. However, some may prefer to use the following format which allows for effective integration of objectives and learning opportunities.

FORMAT OF THE UNIT PLAN

1. Unit Title
2. Overview
3. Objectives
   (a) Value objectives
   (b) Skill objectives
   (c) Knowledge objectives
4. Learning Opportunities
   (a) Opener
   (b) Development
   (c) Evaluating unit outcomes

Each element of the unit format is described below. The criteria written in bold type are intended to guide teachers as they prepare their own unit outlines. All criteria have been extracted and compiled as a check list which appears on pages 38 and 39.





TITLE—VALUE ISSUES AS THE

Criterion I: Does the title direct attention
expressed in terms which requ
judgements?

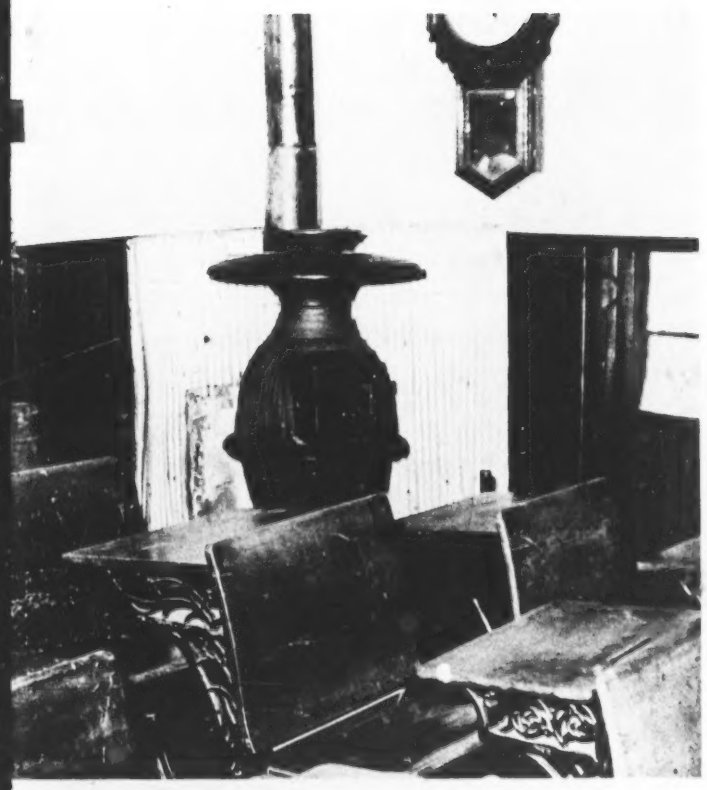
Consistent with the master-curriculum's process, it is strongly suggested that elemen organized around value issues. Value issue question form and require students to ma example, **"Should** family income be spent o **best** form of transportation in urban areas?

A clearly stated value issue provides f study. The value issue directs attention to learning; it suggests the need to develop in need to learn facts, concepts and generaliza understanding of the value issue. Using a has the advantage of extending the unit be For example, in Grade VI, the title **"Shou** Dominant in Aztec Life?" provides a more "Aztecs". Similarly, the title, "How Should Supermarket?" requires students to be mor title, "The Supermarket".

OVERVIEW

Criterion II: Does the overview explain the
and the relationship of this un

Intended to clarify and expand the titl include a statement of the teacher's obje objectives should show how the unit will rela the overview may identify the particular valu will receive the greatest emphasis; history, social science may be designated as providi role-playing, simulation, inquiry, or other te the temporal and geographic "boundaries" the way in which the unit relates to previou be specified.



TITLE—VALUE ISSUES AS THE FOCUS OF STUDY

Criterion I: Does the title direct attention to a pertinent value issue, expressed in terms which require students to make value judgements?

Consistent with the master-curriculum's emphasis on the valuing process, it is strongly suggested that elementary social studies units be organized around value issues. Value issues are usually expressed in question form and require students to make value judgements. For example, **"Should** family income be spent on recreation?" "What is the **best** form of transportation in urban areas?"

A clearly stated value issue provides focus for the whole unit of study. The value issue directs attention to the affective component of learning; it suggests the need to develop inquiry skills; it indicates the need to learn facts, concepts and generalizations which are basic to an understanding of the value issue. Using a value issue as the unit title has the advantage of extending the unit beyond the traditional focus. For example, in Grade VI, the title **"Should** Religion Have Been So Dominant in Aztec Life?" provides a more useful focus than the title, "Aztecs". Similarly, the title, "How Should People Treat People in the Supermarket?" requires students to be more evaluative than does the title, "The Supermarket".

OVERVIEW

Criterion II: Does the overview explain the teacher's general objectives and the relationship of this unit to the master-curriculum?

Intended to clarify and expand the title the overview should also include a statement of the teacher's objectives for the unit. These objectives should show how the unit will relate to the master-curriculum: the overview may identify the particular values, skills or concepts which will receive the greatest emphasis; history, geography or a particular social science may be designated as providing perspective for the unit; role-playing, simulation, inquiry, or other techniques may be mentioned; the temporal and geographic "boundaries" of the unit may be stated; the way in which the unit relates to previous and succeeding units may be specified.

WRITING UNIT OBJECTIVES

Criterion III: Are the multiple objectives of the unit consistent with both the master-curriculum and the needs, interests and abilities of particular students as members of society?

A. **Are the objectives stated in terms which clearly identify the expected behavior of students and the content of learning?**

B. **Are value objectives stated in such a way that students are required to explore and clarify individual and social values?**

C. **Do skill objectives define particular skills and identify behaviors which might give evidence that students have developed these skills?**

D. **Do knowledge objectives identify the concepts and generalizations that are to be developed?**

The major challenge in developing curriculum at the classroom level is to effect a marriage of the child's current interests, needs and abilities with the values, skills and concepts which he needs in meeting life situations now and in the future.

In writing unit objectives, primary attention should be devoted to affective learning. Objectives should also include attention to skill development and conceptual knowledge. Finally, objectives should be stated in such a way as to indicate both the ACTIVITY and the CONTENT of learning experiences.

These points are illustrated by the following examples of unit objectives:

Value Objectives

e.g. **Students should clarify** (activity) **their feelings toward native peoples** (content)

Skill Objectives

e.g. **Students should postulate and verify** (activities) **causal hypotheses** (content)

Knowledge Objectives

e.g. **Students should analyze** (activity) **the causes of discrimination** (content)

ING UNIT OBJECTIVES

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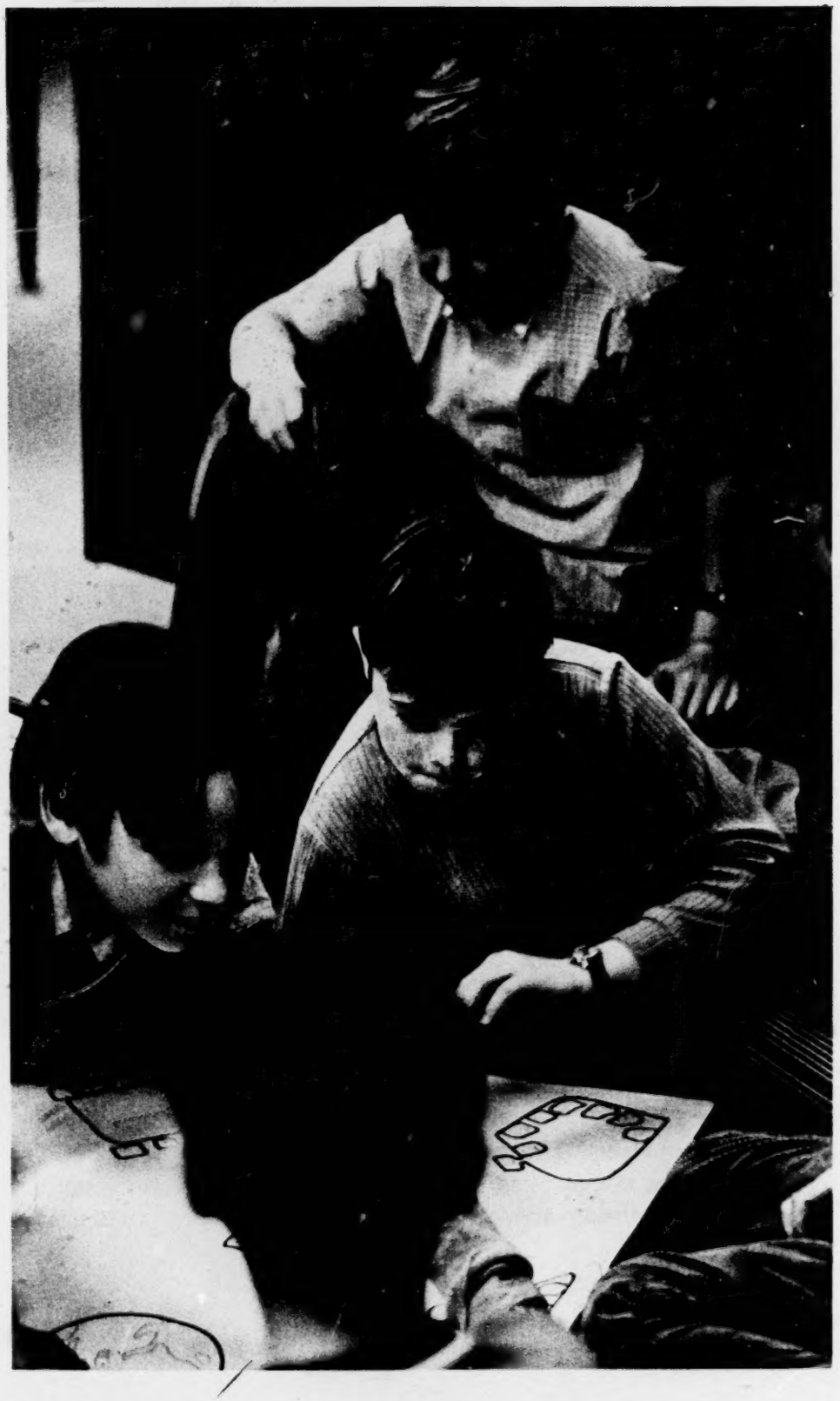
ostulate and verify (activities) **causal hypothe-**

nalyze (activity) **the causes of discrimination**



LEARNING OPPORTUNITIES

Criterion IV: Do learning opportunities provide practice with behavior and content identified in the statement of objectives?

A. **Are there specific opportunities for valuing?**

B. **Are there specific opportunities for skill development?**

C. **Are there specific opportunities for gaining and using conceptual knowledge from the social studies and other subjects?**

D. **Are learning opportunities such that students are motivated by a clear sense of purpose?**

E. **Are data and materials that are appropriate for student use and/or development available?**

F. **Do the learning opportunities build on what has gone before and prepare for what is to come?**

G. **Are there opportunities for individual and/or group action on the problems studied?**

H. **Is evaluation of student behavior done in terms of objectives and as a continuous process?**

Learning opportunities are situations in which students can practice various behaviors for the purpose of achieving educational goals. Specific learning opportunities may relate to one or many of the multiple objectives of each unit.

The sample units which appear later in this handbook suggest a wealth of learning opportunities which have been used successfully with Alberta students. The sample units, or other units developed by teachers, may be taught using an inquiry model.[1] The following outline suggests some learning opportunities that could be incorporated into an inquiry unit.

[1]A commendable model of inquiry. culminating in action, has been developed by Frank Simon. See Simon, *op. cit.*

Opener

The "opener" is the part of the unit during w students identify one or more value issues to opener sets the stage. It motivates. It defines (but will be done during the remainder of the unit.

The discrepant event. Proponents of inquiry te "discrepant event" makes a worthwhile opener. A something which reveals a discrepancy; it is hard rise to hypotheses. Examples of discrepant events loop, unusual picture, item of realia, literary readi interests, perplexes or disconcerts the student. A a unit entitled, "Should Metis People Be Integrated might introduce that unit by using as the discrepa Louis Riel's Regina trial. The picture study shou intellectual analysis. Students should have the oppo **feelings** toward trial by jury, capital punishment, t

Identifying the problem. Following presentati event, students and teachers focus on particula problem. Through questioning and the uncoverin mation, students should identify a particular aspe like to explain or act upon.

Hypothesizing. Having focused on particula problem, students should postulate hypotheses whi problem on which they have focused. Some h explain why something has already taken place Others predict what will happen in the future Hypotheses should be based on all known evide emphasize selected evidence; should observe laws avoid logical contradictions.

As students formulate hypotheses, they are, themselves. They are laying their ideas on the lin extent that this is true, Criterion IV-D will have b will be motivated by a clear sense of purpose.

The hypothesizing stage is fertile ground for dents' hypotheses are, themselves, an indication and values. Techniques which bring attitudes and should be used at this time.

[2]See Raths et al *op. cit.* and Shaftel, *op. cit.* and Chap for strategies to be used in value clarification.

EARNING OPPORTUNITIES

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Opener

The "opener" is the part of the unit during which the teacher and students identify one or more value issues to be investigated. The opener sets the stage. It motivates. It defines (but need not limit) what will be done during the remainder of the unit.

The discrepant event. Proponents of inquiry teaching suggest that a "discrepant event" makes a worthwhile opener. A discrepant event is something which reveals a discrepancy; it is hard to explain; it gives rise to hypotheses. Examples of discrepant events might include a film-loop, unusual picture, item of realia, literary reading, or anything which interests, perplexes or disconcerts the student. A teacher introducing a unit entitled, "Should Metis People Be Integrated Into White Society?" might introduce that unit by using as the discrepant event a picture of Louis Riel's Regina trial. The picture study should not be limited to intellectual analysis. Students should have the opportunity to clarify their **feelings** toward trial by jury, capital punishment, the Metis people, etc.[2]

Identifying the problem. Following presentation of the discrepant event, students and teachers focus on particular dimensions of the problem. Through questioning and the uncovering of additional information, students should identify a particular aspect which they would like to explain or act upon.

Hypothesizing. Having focused on particular dimensions of the problem, students should postulate hypotheses which seek to explain the problem on which they have focused. Some hypotheses attempt to explain why something has already taken place (causal hypotheses). Others predict what will happen in the future (hypothetical result). Hypotheses should be based on all known evidence; should not overemphasize selected evidence; should observe laws of probability; should avoid logical contradictions.

As students formulate hypotheses, they are, in effect, committing themselves. They are laying their ideas on the line to be tested. To the extent that this is true, Criterion IV-D will have been satisfied; students will be motivated by a clear sense of purpose.

The hypothesizing stage is fertile ground for value clarifying. Students' hypotheses are, themselves, an indication of feelings, attitudes and values. Techniques which bring attitudes and feelings into the open should be used at this time.

[2]See Raths et al *op. cit.* and Shaftel, *op. cit.* and Chapter IV of this handbook for strategies to be used in value clarification.

Development

It is in the development stage of the unit that most of the criteria listed under number IV will be met.

Testing the hypotheses. This is the stage at which inquiry learning moves toward the testing of hypotheses. Students should TEST their hypotheses, NOT DEFEND them. Reliable data are essential to the testing of hypotheses. It is important that data represent all sides of an issue. Biased data should be recognized as such.

Students gather data from all available sources. material is best. Field study, interviews with resourc ments, newspaper accounts, Jackdaw folios, maps, phot ings, etc. leave room for students to carry out their data. (Students can use most A.V. equipment on the films, filmstrips, transparencies, tape recordings, etc. sources of data for individual students and groups.)

After data has been gathered, it should be analyzed establish criteria for the analysis of data. Their criteria evidence fact or opinion? Is it consistent? What are th stated assumptions which underlie the evidence? Are suppo by fact? From what frame of reference is th sented

Students demonstrate and clarify their own values wh hypotheses. Their own biases and their attitudes towa method become very evident. Likewise, they have the op to understand the values of others. Value clarification te be used at this stage.

Reaching tentative conclusions. After analyzing thei should be in a position to reach tentative conclusions. T reject or modify their hypotheses.

Following research activity concerning social pro should explore opportunities for individual and/or grou problem.

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Students gather data from all available sources. Primary source material is best. Field study, interviews with resource people, documents, newspaper accounts, Jackdaw folios, maps, photos, tape recordings, etc. leave room for students to carry out their own analysis of data. (Students can use most A.V. equipment on their own. Hence, films, filmstrips, transparencies, tape recordings, etc. can be valuable sources of data for individual students and groups.)

After data has been gathered, it should be analyzed. Students must establish criteria for the analysis of data. Their criteria might ask: Is the evidence fact or opinion? Is it consistent? What are the stated or unstated assumptions which underlie the evidence? Are generalizations supported by fact? From what frame of reference is the evidence presented?

Students demonstrate and clarify their own values while testing their hypotheses. Their own biases and their attitudes toward the scientific method become very evident. Likewise, they have the opportunity better to understand the values of others. Value clarification techniques should be used at this stage.

Reaching tentative conclusions. After analyzing their data, students should be in a position to reach tentative conclusions. They may verify, reject or modify their hypotheses.

Following research activity concerning social problems, students should explore opportunities for individual and/or group action on the problem.

Succeeding chapters of this handbook suggest a variety of techniques for providing learning opportunities which may prove useful in the new social studies. Teachers may also wish to consult standard professional references for help in planning learning opportunities.

For activities and content to be used in meeting value objectives, please see:

Raths et al., *Values and Teaching,* Charles E. Merrill. 1966.
Shaftel and Shaftel, *Role-Playing for Social Values,* Prentice-Hall. 1967.

Teaching-learning strategies for developing inquiry skills are described and illustrated in:

Carpenter, H. M., *Skill Development in Social Studies,* Washington, D.C., N.C.S.S. 1963 Yearbook.

Fair and Shaftel, *Effective Thinking in the Social Studies,* N.C.S.S. 1967.

Lippitt, et al., *The Teacher's Role in Social Science Investigation,* S.R.A. 1969.

Moore and Owen, *Teaching the Subjects in the Social Studies,* MacMillan. 1966.

Sanders, N. M., *Classroom Questions: What Kinds?* Harper and Row. 1966.

Simon, F., *A Reconstructive Approach to Problem-Solving in the Social Studies,* University of Calgary. 1970.

Teaching for concept development can be made more effective by reading:

Taba, H., *Teacher's Handbook for Elementary Social Studies,* Addison-Wesley. 1967.

Morrissett, I. (ed.), *Concepts and Structure in the New Social Science Curricula,* Holt Rinehart. 1967.

All of the above references are available from the School Book Branch, 10410 - 121 Street, Edmonton and are listed in the current School Book Branch Catalog for Elementary Social Studies.

EVALUATING UNIT OUTC

Evaluating Students' Attainment of Values

Evaluation must be related directly to prog
ing with the values-orientation of the new soci
is essential that teachers evaluate the attainm
Teachers should not pass judgements on student
to be looked for in evaluating the attainment of

1. Are students CLEAR about their valu
   they value?
2. Are students' values CONSISTENT? A
   with one another and with the studen
   values manifested in consistent patterns
3. Are students' values DEFENSIBLE? D
   test of logic and reason? Are students a
   of their values?

**It is recommended that percentage grades a
be assigned according to the attainment of val
of a particular child should be discussed during
teacher-student interviews.**

In attempting to evaluate the student's
system, teachers must be aware of how a valu
should look for evidence that indicates the stag
in the development of his own value system.

David Krathwohl and his associates[3] hav
the stages one goes through in internalizing
simplest terms, this process starts when we b
thing exists; we respond to that something, fi
expect us to do so and later because we gain
our response; we then begin to place value up
some things are valued more than others, we
by organizing a system of values; finally, pa
value system and our behavior is guided b
philosophy of life.

Valuing, more than any other objective,
continuous evaluation. For the most part,
objectives will be evaluated through non-quan
**cussions, role-playing, written work and in- a
provide the best indicators of the clarity, con
of students' values.**

[3]*Op. cit.*

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EVALUATING UNIT OUTCOMES

Evaluating Students' Attainment of Values

Evaluation must be related directly to prog-am objectives. In keeping with the values-orientation of the new social studies curriculum, it is essential that teachers evaluate the attainment of value objectives. Teachers should not pass judgements on students' values, per se. Criteria to be looked for in evaluating the attainment of value objectives include:

1. Are students CLEAR about their values? Do they know what they value?
2. Are students' values CONSISTENT? Are their values consistent with one another and with the students' life-goals? Are these values manifested in consistent patterns of behavior?
3. Are students' values DEFENSIBLE? Do their values stand the test of logic and reason? Are students aware of the consequences of their values?

It is recommended that percentage grades and report card marks not be assigned according to the attainment of value objectives. The values of a particular child should be discussed during parent-teacher or parent-teacher-student interviews.

In attempting to evaluate the student's internalizing of a value system, teachers must be aware of how a value system develops. They should look for evidence that indicates the stage each child has reached in the development of his own value system.

David Krathwohl and his associates[3] have attempted to describe the stages one goes through in internalizing a system of values. In simplest terms, this process starts when we become aware that something exists; we respond to that something, first of all because others expect us to do so and later because we gain personal satisfaction from our response; we then begin to place value upon that something; since some things are valued more than others, we have to assign priorities by organizing a system of values; finally, patterns emerge within our value system and our behavior is guided by a relatively consistent philosophy of life.

Valuing, more than any other objective, must be the subject of continuous evaluation. For the most part, the attainment of value objectives will be evaluated through non-quantitative means. **Class discussions, role-playing, written work and in- and out-of-school behavior provide the best indicators of the clarity, consistency and defensibility of students' values.**

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[3]*Op. cit.*

Many of the value clarification techniques outlined in Chapter IV can be used for evaluation purposes. Some of these techniques provide quantifiable data concerning the values of individuals and groups.

Evaluating the Attainment of Skill and Knowledge Objectives

In evaluating the attainment of skill and knowledge objectives, teachers should test more than the recall or recognition of factual knowledge. Reference should be made to the *Taxonomy of Educational Objectives: Cognitive Domain.* Sample questions representing **higher levels of the taxonomy** appear below. These questions are organized in a manner consistent with the problem-solving model in Chapter I of this handbook and not in the order originally established by Bloom.[4]

The following descriptions and examples are far too brief to serve as a complete guide. For more detailed suggestions on evaluating the attainment of skill and knowledge objectives, teachers should refer to: Sanders, *Classroom Questions: What Kinds?,* Harper and Row. 1967. Berg, H. D. (ed.), *Evaluation in Social Studies,* N.C.S.S. 1963.

Both sources are available from the School Book Branch.

Translation is the intellectual process of changing ideas in a communication into parallel forms—oral, written, pictorial, and graphic. Examples of translation include changing the form of knowledge communicated into (or from) the forms of pictures, graphs, charts, maps, models, socio-dramas, poems, outlines, summaries, and detailed statements. The term "paraphrase" suggests a classic example of translation.

Examples:

1. Tell the meaning of the following sentence in your own words.
2. Plan and present a socio-drama of Christmas in Fort Edmonton.
3. Transfer factors determining the climate of a region (learned from a verbal description) to an outline map of that region.
4. What idea that we studied in this unit is close to the main point the artist makes in this cartoon?

Interpretation is the process of relating facts, generalizations, definitions, values, and skills. Interpretation questions require the student to discover relationships in information given him at a commonsense level. Examples:

1. Is the climate of the Okanagan Valley different from or the same as that of the Annapolis Valley?

[4]Bloom, *op. cit.*

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purposes. Some of these techniques provide
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of Skill and Knowledge Objectives

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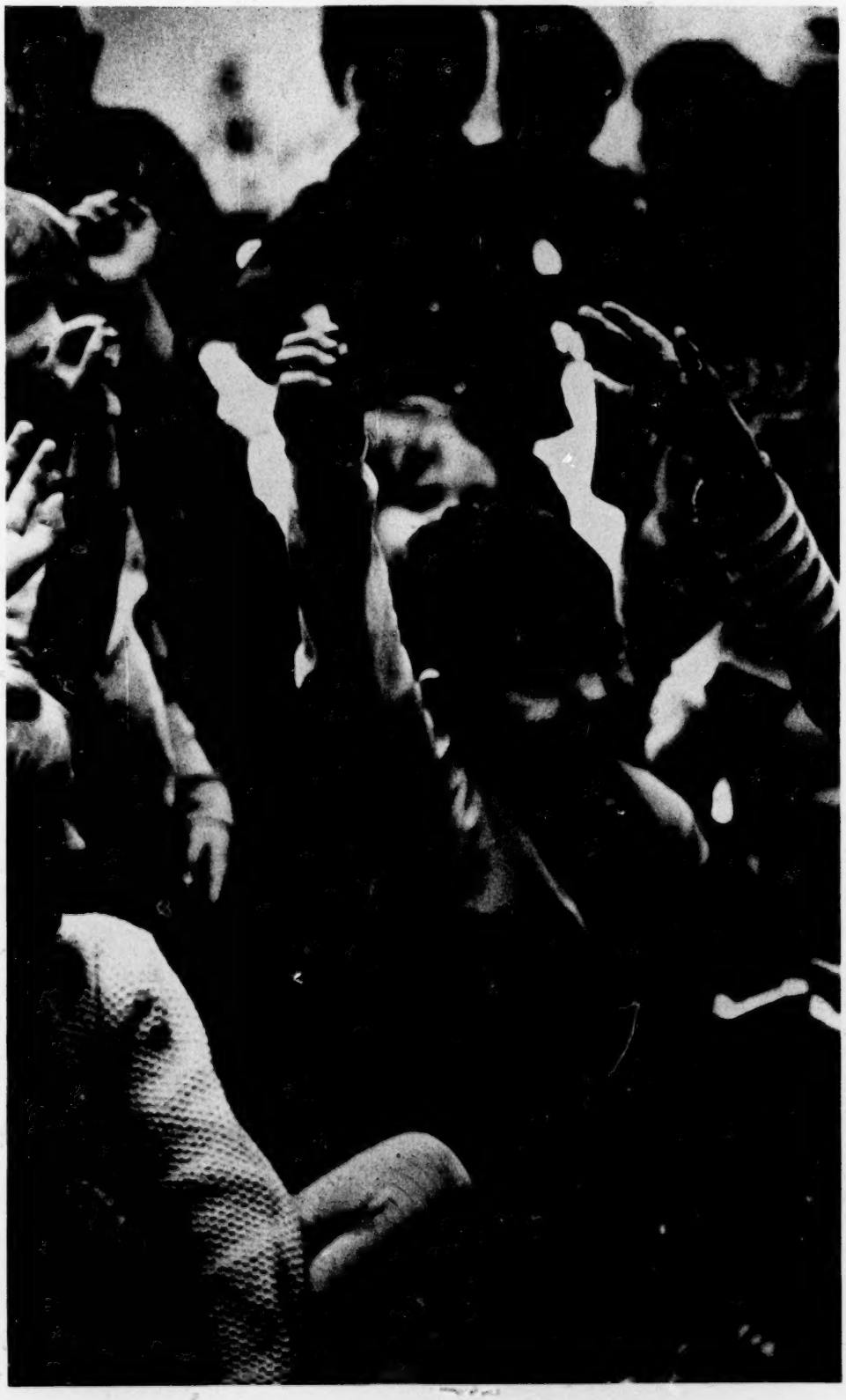

2. We have seen that community services are paid for by taxes. What might happen if the town hires an extra policeman?
3. Reread your text and notes to find evidence that there was no freedom in the ancient world.
4. A pioneer is defined as "one of the first to settle in a territory". Was Simon Fraser a pioneer?
5. Study the attached temperature and precipitation chart to determine which of the locations has a continental climate. (Assume climatic types have been studied in class.)
6. Why does the CNR keep an extra supply of locomotives in its terminal at Jasper in the Rocky Mountains?

Analysis problems are solved by a **conscious** employment of the parts and processes of reasoning. Instruction in the form of reasoning required is a prerequisite task. Many analysis questions present an example of reasoning and the student is asked to analyze the type of reasoning used.

1. What method(s) of reasoning has the author used in reaching his conclusions that education is the best solution to the problems of the Eskimo?
2. Analyze the reasoning in this cartoon.
3. Analyze the reasoning in this quotation
   "In a totalitarian state even the thoughts of the people are controlled. The characters in George Orwell's *Animal Farm* were not allowed to think as they wished. We can see, then, that Animal Farm has become a totalitarian state."
4. Select from these old newspaper articles those which have historical importance and those which are likely to be of little interest to the historian. Give reasons for your selection.

Evaluation is akin to analysis in that it requires preparatory instruction in the processes to be employed. Pupils must be taught to:

a) recognize the differences between facts, values and opinions.
b) establish appropriate standards or values (questions which list the standards to be used are better classified as interpretation)
c) determine how closely the idea or object meets these standards or values. Examples:

1. Which of the following statements are facts; which are values; which are opinions?
2. Establish a check-list for evaluating the qualities of a good neighbour.
3. Use the attached check-list to evaluate the services provided in our community.
4. You have been given pictures and writt
   people. These eleven people are the
   crash and are trapped in the desert.
   and is able to carry six of the survive
   possible that the five who are left behi
   the camel train is able to get back for
   should be taken to safety?

Synthesis thinking is original, creative thi
process of working with pieces, parts, element
combining them in such a way as to constitute
clearly there before." (Bloom, p. 162). Synth
in a situation where there is a real problem
problem to which there is no single correct an

1. You are with Van Horne as the CPR
   Major Rogers has just returned afte
   through the mountains. What question
2. Canadian farmers have produced more
   Devise a set of rules which the Canadia
   in determining how much wheat each f
3. What could Mr. Dunbar do to attrac
   supermarket?
4. Draw up a plan that our class could f
   ment for our playground.
5. Design an experiment to determine wh
   more about Canadian history.

Application questions are designed to giv
transfer of learning. Some application ques
action on problems or projects in the co
centered questions might require children to st
hunger and collect money, food or clothing t
identified. Problems relating to local traffic
economic difficulties, etc., can be topics for
cation.

More often, application questions give r
effort. Having studied one developing countr
to describe conditions in a second equally-b
actually being told to do so, the students wo
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a study of the first.

Application questions relating to skill de
feature of many elementary classrooms. Rea
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s. Examples:
f the following statements are facts; which are values;
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munity.

4. You have been given pictures and written descriptions of eleven people. These eleven people are the survivors of an airplane crash and are trapped in the desert. A camel train finds them and is able to carry six of the survivors to safety. It is quite possible that the five who are left behind will not be alive when the camel train is able to get back for them. Which six people should be taken to safety?

Synthesis thinking is original, creative thinking. "This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before." (Bloom, p. 162). Synthesis thinking occurs best in a situation where there is a real problem to be solved — likely a problem to which there is no single correct answer. Examples:

1. You are with Van Horne as the CPR approaches the Rockies. Major Rogers has just returned after searching for a route through the mountains. What questions would you ask him?
2. Canadian farmers have produced more wheat than they can sell. Devise a set of rules which the Canadian Wheat Board might use in determining how much wheat each farmer can send to market.
3. What could Mr. Dunbar do to attract more customers to his supermarket?
4. Draw up a plan that our class could follow to get more equipment for our playground.
5. Design an experiment to determine whether girls or boys know more about Canadian history.

Application questions are designed to give students practice in the transfer of learning. Some application questions lead to study and action on problems or projects in the community. Such behavior-centered questions might require children to study the problem of world hunger and collect money, food or clothing to fill the needs they have identified. Problems relating to local traffic patterns, health practices, economic difficulties, etc., can be topics for behavior-centered application.

More often, application questions give rise to mainly intellectual effort. Having studied one developing country, pupils might be asked to describe conditions in a second equally-backward nation. Without actually being told to do so, the students would be expected to apply to the second country the concepts and generalizations learned from a study of the first.

Application questions relating to skill development are a common feature of many elementary classrooms. Reading maps, locating information, writing reports, etc., are application of skills.

69

70

CHECK-LIST OF CRITERIA FOR UNIT DEVELOPMENT

Criteria	Check	Comment
I. Does the title direct attention to a pertinent value issue, expressed in terms which require students to make value judgements?		
II. Does the overview explain the teacher's general objectives and the relationship of this unit to the master-curriculum?		
III. Are the multiple objectives of the unit consistent with both the master-curriculum and the needs, interests and abilities of particular students as members of society?		
A. Are the objectives stated in terms which clearly identify the expected behavior of students and the content of learning?		
B. Are value objectives stated in such a way that students are required to explore and clarify individual and social values?		
C. Do skill objectives define particular skills and identify behaviors which might give evidence that students have developed these skills?		
D. Do knowledge objectives identify the concepts and generalizations that are to be developed?		

Criteria	Check	Comment
IV. Do learning opportunities provide practice with behavior and content identified in the statement of objectives?		
A. Are there specific opportunities for valuing?		
B. Are there specific opportunities for skill development?		
C. Are there specific opportunities for gaining and using conceptual knowledge from the social studies and other subjects?		
D. Are learning opportunities such that students are motivated by a clear sense of purpose?		
E. Are data and materials that are appropriate for student use and/or development available?		
F. Do the learning opportunities build on what has gone before and prepare for what is to come?		
G. Are there opportunities for individual and/or group action on problems studied?		
H. Is evaluation of student behavior done in terms of objectives and as a continuous process?		

Chapter IV

TEACHING-LEARNING ACTIVITIES FOR THE NEW SOCIAL STUDIES

Teaching and learning can be viewed as a war on ignorance, intolerance and apathy. As in any war, the participants need to use both strategies (the broad plans of attack) and tactics (the specific manoeuvres). Previous chapters established the valuing process (choosing, prizing, acting) as the broad strategy to be used in the new social studies. Chapter IV suggests specific tactics or activities to be used at various stages of the valuing process and in evaluating learning outcomes.

These activities are organized somewhat arbitrarily under the three headings of Activities for Clarifying Values, Activities for Monitoring Skill Developments, and Activities for Achieving Knowledge Objectives. However, each activity can contribute to the attainment of more than one objective. For example, value-clarifying activities also provide opportunities for the development of social skills.

ACTIVITIES FOR CLARIFYING VALUES[1]

The activities which follow are all designed to help students bring their feelings into clearer focus. Some activities are intended to be private experiences and need not be shared publicly. Others provide opportunities for students to clarify their feelings in more of a group setting.

Many of these activities can be used in an on-going evaluation of students' values. It is not intended that these activities be used to determine whose values are "right" and whose are "wrong". Rather, these activities are intended to help teachers and students determine the *clarity, consistency* and *defensibility* of particular values.

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[1] Most of the activities outlined below are elaborated in either of two books which are recommended for purchase by teachers. Appreciation of the contributions made by these authors is gratefully acknowledged. The books, both of which are available from the Alberta School Book Branch, 10410 - 121 Street, Edmonton, are: L. E. Raths, M. Harmin and S. B. Simon, *Values and Teaching*, Columbus, Ohio: Charles E. Merrill Books, 1965; and, Saville Sax, *Games People Ought to Play*, New York: MacMillan, 1971.

1. **Rank Order.** Students are asked to rank of preference. All three items should be potentiall desirability or undesirability.

eg. Would you rather be a policeman, soldi Would you rather live in a large city, in a farm?

2. **The Continuum.** The continuum consists line on which are indicated two extreme position intermediate positions. Students are asked to identi which they agree most strongly. The continuum i the various positions to be placed on it are sugge the class.

eg.

	Being on Time	
Severely Punish Latecomers		Ignore Latecomers

3. **The Values Inventory.** The values inventor tinuum which is used for measuring attitudes. St react to a given statement by indicating whether agree, are undecided, disagree or strongly disagree.

eg.

	S.A.	A.
1. Small towns are better places to live than cities.		
2. It is better to live in an apartment than in a house.		
3. Highways are more important than parks.		
etc.		

Chapter IV

TEACHING-LEARNING ACTIVITIES FOR THE NEW SOCIAL STUDIES

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FOR CLARIFYING VALUES[1]

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ties can be used in an on-going evaluation of ot intended that these activities be used to re "right" and whose are "wrong". Rather, d to help teachers and students determine the *efensibility* of particular values.

ined below are elaborated in either of two books purchase by teachers. Appreciation of the contribu- s gratefully acknowledged. The books, both of which School Book Branch, 10410 - 121 Street, Edmonton, and S. B. Simon, *Values and Teaching*, Columbus, ks, 1965; and, Saville Sax, *Games People Ought to* 1971.

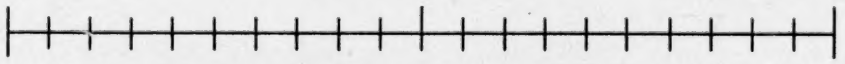
1. **Rank Order.** Students are asked to rank three items in order of preference. All three items should be potentially equal in terms of desirability or undesirability.

eg. Would you rather be a policeman, soldier or fireman?
Would you rather live in a large city, in a small town or on a farm?

2. **The Continuum.** The continuum consists of a long horizontal line on which are indicated two extreme positions and a number of intermediate positions. Students are asked to identify the position with which they agree most strongly. The continuum is most useful when the various positions to be placed on it are suggested by members of the class.

eg. **Being on Time**

Severely Punish Latecomers	Ignore Latecomers	Strongly Reward Latecomers



3. **The Values Inventory.** The values inventory is a form of continuum which is used for measuring attitudes. Students are asked to react to a given statement by indicating whether they strongly agree, agree, are undecided, disagree or strongly disagree.

eg.

1. Small towns are better places to live than cities.
2. It is better to live in an apartment than in a house.
3. Highways are more important than parks.

etc.

S.A.	A.	U.	D.	S.D.

Another form of Values Inventory uses as headings, all, most, many, some and no.

	All	Most	Many	Some	No
eg.					
1. Policemen are observant.					
2. Policemen are happy.					
3. Policemen are quarrelsome.					
etc.					

4. **Semantic Differential.** Another form of continuum permits teachers to quantify student responses by assigning a numerical value to each position on the continuum. Checking of -3 or 3 indicates strong feelings one way or the other. Checking of -2, -1, 1 or 2 indicates milder feelings. Checking of 0 indicates neutral feeling.

eg. I think that most poor people are:

	-3	-2	-1	0	1	2	3	
Stupid	——	——	——	——	——	——	——	Smart
Dirty	——	——	——	——	——	——	——	Clean
Cruel	——	——	——	——	——	——	——	Kind

It is possible to total the responses from the whole class to assess the general attitudes of the group, still leaving individual responses anonymous.

5. **Unfinished Stories.** For this activity, a story, human problem, or a people-in-conflict situation is presented to pupils, but the ending, solution, or outcome is purposely omitted. It is up to the pupils or group to complete a final outcome. For example, the teacher may wish to read only part of "Stop Thief" in *Values to Live By,* Arnspiger et al, (1967 Steck-Vaughn Company). Have the pupils role play, dramatize, or write their own conclusion as to what happened after Allen got caught stealing a doll for his sister. Filmstrips and study prints provide other sources of unfinished stories.

6. **Position Statement.** The position statement allows students to express their own thoughts and feelings on a given topic. A question is raised and discussed very briefly. Students then a minutes to prepare a written response which begins, " or "It is my feeling that . . ." After the position st prepared in private they can be read and discuss

eg. State your position on the question: Shou wear lipstick?

7. **Voting.** In a classroom setting, this proce verbal level issues, ideas, or "embarrassing" situa might be too difficult to make public. Here the teac value issues, or feelings and students state a posi hands. Each student can show the strength of hi given position by the height to which he raises h raised hand indicates strong agreement.

8. **Value Sheets.** Value sheets contain a descr and suggest one or more solutions. There is also a pertaining to the statement. The questions are de student in thinking through the problem.

eg. Two children cannot agree which TV Mother says that since they cannot agree, t watching this afternoon.

1. What other solutions might have been
2. What would happen as a result of ea
3. Which solution do you think would be

9. **Weekly Thought Sheets.** Students are invi their behavior over the past week and to identify o about which they are particularly proud, happy, ashamed. These incidents are described in writing a private or handed to the teacher. Thought sheets w the teacher may give rise to private discussions wi may serve to identify issues which can be dealt value-clarifying activities.

10. **The Positive Focus Game.** The positive f as a means of getting students to listen to and und "game" has only two essential rules: attention must

Values Inventory uses as headings, all, most,

	All	Most	Many	Some	No
are ob-					
are					
are					

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	-1	0	1	2	3	
–	——	——	——	——	——	Smart
–	——	——	——	——	——	Clean
–	——	——	——	——	——	Kind

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ent. The position statement allows students to hts and feelings on a given topic. A question is raised and discussed very briefly. Students then are given five or ten minutes to prepare a written response which begins, "In my opinion . . ." or "It is my feeling that . . ." After the position statements have been prepared in private they can be read and discussed in small groups.

eg. State your position on the question: Should Grade Five girls wear lipstick?

7. **Voting.** In a classroom setting, this procedure brings to the verbal level issues, ideas, or "embarrassing" situations that otherwise might be too difficult to make public. Here the teacher raises questions, value issues, or feelings and students state a position by a show of hands. Each student can show the strength of his agreement with a given position by the height to which he raises his hand. The fully-raised hand indicates strong agreement.

8. **Value Sheets.** Value sheets contain a description of a problem and suggest one or more solutions. There is also a series of questions pertaining to the statement. The questions are designed to assist the student in thinking through the problem.

eg. Two children cannot agree which TV channel to watch. Mother says that since they cannot agree, there will be no TV watching this afternoon.

1. What other solutions might have been found?
2. What would happen as a result of each solution?
3. Which solution do you think would be best?

9. **Weekly Thought Sheets.** Students are invited to reflect upon their behavior over the past week and to identify one or two incidents about which they are particularly proud, happy, upset, satisfied, or ashamed. These incidents are described in writing and may be kept in private or handed to the teacher. Thought sheets which are handed to the teacher may give rise to private discussions with the student and may serve to identify issues which can be dealt with through other value-clarifying activities.

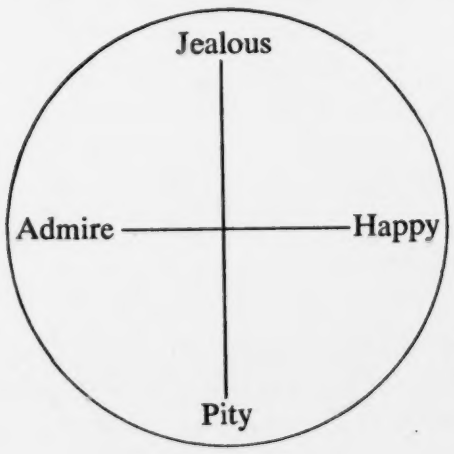
10. **The Positive Focus Game.** The positive focus game is useful as a means of getting students to listen to and understand others. The "game" has only two essential rules: attention must be focused on one

person; questions and comments must be positive in nature. Steps in the game are as follows:

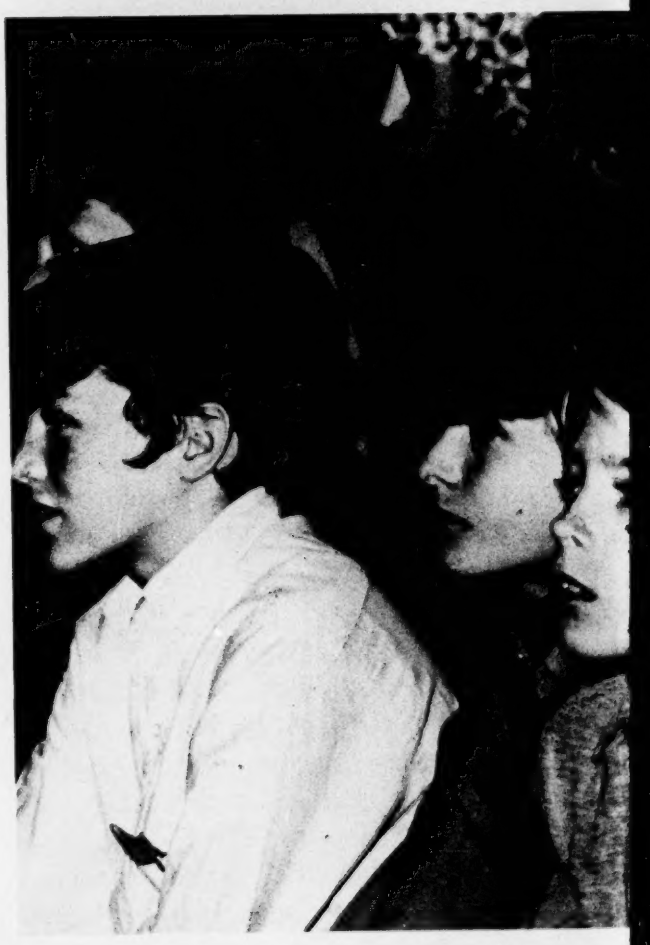
a. Pose a question or topic to be considered.
b. Establish groups of four, five or six persons.
c. Assign roles. Choose a "focus" person who will be the center of attention. Select a referee who will ensure that the rules are followed. Assign the referee and all other members of the group to "draw out" the focus person.
d. Focus person states his position on the question or topic under discussion.
e. Group members ask questions designed to help focus person clarify his or her position. The referee can also ask questions but has the added responsibility of enforcing the rules of positive focus.
f. When the group has completed "drawing out" focus person, the game should be evaluated. First, the group should tell focus person whether he appeared to state his position clearly and honestly. During the second phase of the evaluation, focus person has an oppportunity to tell other group members whether their questions were helpful to him in clarifying his position.

11. **The Reaction Wheel.** The reaction wheel is a simple "gimmick" for helping students record the variety of reactions which they might feel toward or about a public figure, a character in a story or film, a particular kind of pet or any other topic. Students draw a wheel with four or more spokes in it. They write one reaction on each spoke. Then the "wheels" are exchanged with a neighbour. Each student asks his neighbour to explain one of his reactions.

eg. My feelings toward or about African children



12. **Debating.** Able upper elementary stude debators, are urged to clarify and substantiate through taking the affirmative or negative side o to specific problems. For example, "Be it reso developed in the Whitecourt area." Two memb tive and negative sides of the resolution are g time to make constructive opening speeches. their rebuttal speeches in the original order, w their original stands as well as refute the arg view. The observers could then become invo conclusions to, and the generalizations about delivered concerning the resolution.



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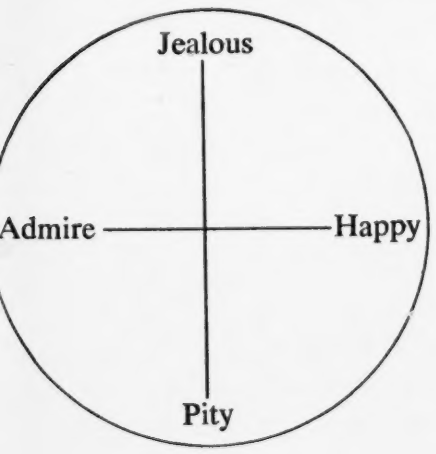

12. **Debating.** Able upper elementary students, both observers and debators, are urged to clarify and substantiate their selection of values through taking the affirmative or negative side of a debate on resolutions to specific problems. For example, "Be it resolved that a pulp mill be developed in the Whitecourt area." Two members of both the affirmative and negative sides of the resolution are given, alternatively, equal time to make constructive opening speeches. The two sides alternate their rebuttal speeches in the original order, which should both defend their original stands as well as refute the arguments of the opposing view. The observers could then become involved in drawing up the conclusions to, and the generalizations about the specific arguments delivered concerning the resolution.

13. **Public Interviews.** In the public interview a volunteer is interviewed, having the right to "pass up" a question, as well as to question in turn either the individual or group interviewer. The interviewee should be the center of attention, and the questions posed should deal with the interviewee's personal assessment of his attitudes toward either a specific topic, or else his view on life in general. Questions dealing with family and friend relationships, attitudes toward work, habits, hopes, fears and recreation are areas which particularly encourage the individual's stand on value issues. The interview should begin with relatively insignificant questions designed to "warm up" the interviewee.

14. **Role-playing.** "Playing-out" a specific confrontation between attitudes and values involving human relations in conflict allows alternative solutions to be investigated and the consequences of these solutions developed, without the participants actually being penalized for their projected interpretations. For example, a group could enact the various solutions possible when a teacher catches a pupil copying assignments or a policeman father catches his child shoplifting. Many possible resolutions could be dramatized, with various students role-playing their interpretation of the action.

Fannie and George Shaftel in *Role-Playing for Social Values: Decision-Making in the Social Studies* (Prentice-Hall) detail eight specific steps to role-playing:

a. Warm-up of group (vivid yet concise statement of the human relations problem — story, filmstrip, picture, etc.).

b. Casting of role-players, selection of those students who have definite attitudes or solutions.

c. Guiding audience to being constructively-critical observers of the role-player's interpretation of the problem.

d. Helping role-players set the stage through questioning as to their mood, their motive and their environment.

e. Actual enactment of situation according to individual role-player's interpretation of attitudes portrayed.

f. Discussion and evaluation by both role-players and observers as to feelings involved, reality of the dramatization.

g. Further enactment as suggested by evaluatio of the incident, or a continuation of that al

h. Further discussion, leading to both the vo personal feelings and experiences as well a eralizations.

15. **Value-Clarifying Discussion.** Among the that can be used in classrooms to help children de to judge a situation and to make a decision freely, is discussion. It allows one to see the pros and cons if it is to reach its aim; it must be led very cautiously for a teacher to help children discover the values most! These values are not necessarily the children's v have to make their own choice; only then will they cording to their conviction. The teacher's task is to the consequences of their decision for or against a it could have for their lives. The questions should a preconceived answer. It should be an attempt t on the problem and give some food for thought. Afte summarize the different points brought up, the teac some further discussions on the topic at a later mo of a statement that can initiate a value-clarifying Should both parents have employment away from h

16. **The Values Grid.** One means of bringin fulness to a value-clarifying discussion is to use a v following:

	CHOOSING			PRIZING	
Problem	Alterna-tives	Conse-quences	Choice	Pride	Affirm tion

The grid structures a discussion in such a way as t all steps in the valuing process. The grid might b pupils when "The Best Pet" is the problem unde skunk, etc. can be listed in the "Alternatives" c sequences" listed opposite each. Each child can "Choice" and list actual or intended incidents whe and "Affirmed" and where "Action" was taken and five students might use the grid when deciding the p live in Canada.

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g. Further enactment as suggested by evaluation; either a replay of the incident, or a continuation of that already put forward.

h. Further discussion, leading to both the voluntary sharing of personal feelings and experiences as well as developing generalizations.

15. **Value-Clarifying Discussion.** Among the different methods that can be used in classrooms to help children develop their ability to judge a situation and to make a decision freely, is the value-clarifying discussion. It allows one to see the pros and cons of a problem. But if it is to reach its aim; it must be led very cautiously. It is so tempting for a teacher to help children discover the values he or she prizes most! These values are not necessarily the children's values. The children have to make their own choice; only then will they be apt to act according to their conviction. The teacher's task is to help them examine the consequences of their decision for or against and the implication it could have for their lives. The questions should not guide towards a preconceived answer. It should be an attempt to cast some light on the problem and give some food for thought. After having somebody summarize the different points brought up, the teacher could propose some further discussions on the topic at a later moment. An example of a statement that can initiate a value-clarifying discussion can be: Should both parents have employment away from home?

16. **The Values Grid.** One means of bringing greater purposefulness to a value-clarifying discussion is to use a values grid like the following:

	CHOOSING			PRIZING		ACTING	
Problem	Alternatives	Consequences	Choice	Pride	Affirmation	Action	Repetition

The grid structures a discussion in such a way as to give attention to all steps in the valuing process. The grid might be used by primary pupils when "The Best Pet" is the problem under study. Cat, dog, skunk, etc. can be listed in the "Alternatives" column with "Consequences" listed opposite each. Each child can then indicate his "Choice" and list actual or intended incidents where "Pride" was felt and "Affirmed" and where "Action" was taken and "Repeated". Grade five students might use the grid when deciding the problem of where to live in Canada.

17. **The Contrived Incident.** The teacher creates a real situation in which children must become involved. The situation is so real that children are prompted to clarify one specific example. One well-known example of a contrived incident occurred when a teacher, with apparent seriousness and conviction, denied, for a day, any privileges to all blue-eyed children in her class.

18. **Throwing Curves.** The throwing curve strategy can be used to help pupils make up their minds about a particular value. The teacher takes a detour, using seemingly insignificant questions in order to arouse the student's curiosity. These seemingly insignificant questions give rise to a significant issue. For example, questions concerning

footwear can give rise to discussion of shoemaker's
and hence the student's pride in his work.

19. **Devil's Advocate.** This is a technique in v
monly accepted viewpoint, or unpopular side of iss
using extreme and dogmatic statements. This strategy
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cherish, to affirm it publicly, and to analyze an issue
possible alternatives. For instance, the devil's advoc
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cities in Alberta, (b) that Louis Riel was a hero (or
being neighbourly is not a good practice, (d) that
affect social conventions, or (e) that children should
allowance. The devil's advocate role may be play
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20. **The Conflict-Resolution Game** is having tw
actual or imaginary conflict use various strategies i
solve their differences. The third person, or observ
effectiveness of the strategies, and helps the main p
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ideas, and then ask questions to clarify any
on which he is in doubt. Then the proc
reversed, and repeated until agreement, o
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21. **The Clarifying Response.** Teachers can
clarify their values by asking short but penetra
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the student to analyze the reasons behind his actio
For example, when a child states his opinion on an
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footwear can give rise to discussion of shoemaker's pride in his work and hence the student's pride in his work.

19. **Devil's Advocate.** This is a technique in which the uncommonly accepted viewpoint, or unpopular side of issues is argued by using extreme and dogmatic statements. This strategy is useful because it offers an opportunity for students to examine what they prize and cherish, to affirm it publicly, and to analyze an issue in terms of other possible alternatives. For instance, the devil's advocate may be used in presenting a persuasive argument (a) against limiting the size of cities in Alberta, (b) that Louis Riel was a hero (or villain), (c) that being neighbourly is not a good practice, (d) that industry does not affect social conventions, or (e) that children should not be given an allowance. The devil's advocate role may be played by teacher or student(s).

20. **The Conflict-Resolution Game** is having two people in either actual or imaginary conflict use various strategies in an effort to resolve their differences. The third person, or observer, evaluates the effectiveness of the strategies, and helps the main protagonists clarify their ideas and understand their reactions. Two illustrative methods of playing this game follow:

1. Role-play the opposing viewpoint to gain an appreciation of the other person's feelings, attitudes;
2. Have each protagonist give a clear statement delineating his point of view, and his reasons for it. The other person involved should paraphrase this to show understanding of the ideas, and then ask questions to clarify any attitudes or points on which he is in doubt. Then the procedure should be reversed, and repeated until agreement, or the acceptance of differences, is achieved.

21. **The Clarifying Response.** Teachers can help students to clarify their values by asking short but penetrating questions in response to what students do or say. The clarifying response forces the student to analyze the reasons behind his actions and/or words. For example, when a child states his opinion on an issue, the teacher might respond by asking, "Have you felt that way for long?" Other examples of clarifying responses include, "Do you do this very often?" "Have you thought of other alternatives?" "What is it you like about _____?"

ACTIVITIES FOR MONITORING SKILL DEVELOPMENT

Though teachers should occasionally design opportunities for students to learn particular skills such as reading maps or identifying bias in a textbook, it is not intended that specific activities for developing skills will be described here. Rather, *this section will suggest techniques whereby teachers and students can utilize day-by-day activities as opportunities for using and developing skills.*

It is recommended that teachers and students keep a constant check on growth in two broad categories of skills: social skills and inquiry skills.

1. Monitoring Social Skills

The process observer. During group activities it might be worthwhile to have students selected on a rotating basis, analyze the interactions of the group, noting how well group members communicate with each other. This person, known as the process observer, may or may not take part in the group activities. At the conclusion of the activity, the process observer should report on the group's behavior and suggest ways of improving social skills.

Process observers may wish to comment upon:

1. The comfort of physical setting for group ativities.
2. The warmth of the social "climate" in the group.
3. The controlled flexibility of the group's plan of operation.
4. The cross-flow of group discussion.
5. The degree of total involvement.
6. The willingness to learn from other's experiences.
7. The extent to which group members take respons[illegible]ility for conduct of the group.
8. The clarity of group goals.
9. The variety of group activities.
10. The willingness of group members to defer to expertise rather than opinion.

Total group appraisal. All members of a group can be involved in the appraisal of social skills. They should watch for development of the social skills outlined on page twelve of this guide:

a. **Interpreting the feelings and ideas of others.** This skill involves the sub-skills of: receiving impressions through sight and sound: translating those impressions so as to distinguish what is relevant from that which is irrelevant; and tying together the relevant impressions so as to "get the message". Interpretation must be made of facial expressions, gestures, and voice intonation as well as the actual words used.

b. **Responding to feelings and ideas of others [illegible] priate to the occasion.** This skill includes the su[illegible] what response is appropriate and, through words[illegible] veying the appropriate response. Some situations [illegible] to play leadership roles; some call for followershi[illegible] sympathetic listener is all that is required. Stud[illegible] criteria for judging the appropriateness of social[illegible] these criteria in evaluating group behaviour.

c. **Expressing one's own feelings and ideas [illegible]** includes the sub-skills of speaking, gesturing an[illegible] should be prepared to assess speakers' ability to c[illegible] the interest of their listeners, to speak logically and[illegible] vey emotions through voice, facial expression and

d. **Cooperating with others, though not to [illegible] promising basic values.** This skill includes the sub-s[illegible] ings and ideas and agreeing on a mutually adva[illegible] action. Persuasion, negotiation and planning are im[illegible] It also requires that values be known clearly enou[illegible] be compromised inadvertently. Students must wat[illegible] both cooperation and conflict.

When appraising the above skills, it is import[illegible] not "engage in excessive judging of their own (a[illegible] without progressing to the stage of exploring the [illegible] implicit in their judgement"[2] — and in the behavio[illegible] Students should try to explain why such action too[illegible] ask, "Why did Theresa agree to cooperate so rea[illegible] portant to her?" "How did she feel about the pro[illegible] cussion started? Afterward?"

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[2] Taba, Hilda, *Teachers' Handbook for Elementary Soci[illegible]* Ontario: Addison-Wesley Company, 1967), page 80.

R MONITORING SKILL DEVELOPMENT

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b. **Responding to feelings and ideas of others in a manner appropriate to the occasion.** This skill includes the sub-skills of deciding what response is appropriate and, through words and gestures, conveying the appropriate response. Some situations call for respondents to play leadership roles; some call for followership. At other times, a sympathetic listener is all that is required. Students must establish criteria for judging the appropriateness of social responses and use these criteria in evaluating group behaviour.

c. **Expressing one's own feelings and ideas to others.** This skill includes the sub-skills of speaking, gesturing and moving. Students should be prepared to assess speakers' ability to capture and maintain the interest of their listeners, to speak logically and clearly and to convey emotions through voice, facial expression and gesture.

d. **Cooperating with others, though not to the extent of compromising basic values.** This skill includes the sub-skills of sharing feelings and ideas and agreeing on a mutually advantageous course of action. Persuasion, negotiation and planning are important components. It also requires that values be known clearly enough that they will not be compromised inadvertently. Students must watch for examples of both cooperation and conflict.

When appraising the above skills, it is important that students do not "engage in excessive judging of their own (and others') actions without progressing to the stage of exploring the criteria and values implicit in their judgement"[2] — and in the behaviour they are judging. Students should try to explain why such action took place. They might ask, "Why did Theresa agree to cooperate so readily?" "What is important to her?" "How did she feel about the project before the discussion started? Afterward?"

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[2] Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), page 80.

Analyzing behavioral specimens. Upper elementary students can apply the tools of social-psychology in analyzing human behavior. Techniques and related materials are provided by the S.R.A. *Social Science Laboratory Units* by Lippitt, Fox and Schaible.[3]

Analyzing stories and pictures. Practice in analyzing social interactions can be gained through the study of pictures, films and the like. Especially useful for this purpose are study prints like "Moods and Emotions"[4] and "People in Action".[5]

2. Reflecting Upon Inquiry

At the conclusion or in the process of an inquiry unit, teacher and students should stop to review what they have done, and why and how they have done it.[6]

Reflective thinking may begin by asking, "What did we do? How did we do it?" These questions demand an analysis and evaluation of what was done. *They provide an opportunity to reconstruct the problem-solving process.*[7]

a. **Identifying and clarifying the problem.** Could the problem itself have been worded differently? Did we focus on the real issue?

b. **Formulating hypotheses.** Did our hypotheses lead us on a productive search? Should we operate on hunches?

c. **Collecting data.** Did we use all sources of information?[8] Did we select data that contained a variety of biases? Should we have used questionnaires instead of interviews?

d. **Classifying data.** Did we classify data as representing facts, inferences and value judgements?

e. **Analyzing data and evaluating the desirability and feasibility of taking action on the problem.** Did we identify the sources of our data and the motives of persons who produced it? Were statements supported by evidence? Were they logically sound? Was the evidence strong enough that we should have taken action on the problem? What evidence should we have rejected?

f. **Proposing a course of action and examining the desirability and feasibility of taking action on the problem.** Did we use consensus or compromise in deciding what to do about the pro
in deciding what actions (if any) to take? Did we
as planned? How might we be more successful n

Reflective thinking can continue by consi
"Why did we inquire in this way?" What did we p
anything through the process? Has society gained
might ask, "What do we value and assume whe
way?" Should we have been so rigorous in our i
feel the so-called 'scientific method' is a good a
this approach in daily decision-making?

ACTIVITIES FOR ACHIEVING KNOWLED

Knowledge is an essential tool in decisi
problem arises, however, when teachers try to d
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reached two conclusions:

— Factual and specific knowledge has limi
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In keeping with these conclusions, the page
tended to assist teachers and students to develo
levels of knowledge.

1. The Hierarchy of Knowledge

The hierarchy of knowledge is outlined in t
Note that many facts can be subsumed by a
concepts can be incorporated into a single genera

[3] Available from Science Research Associates (Canada) Ltd., Don Mills, Ontario.
[4] *Moods and Emotions* — 16 pictures 12½" x 17" with teacher's guidebook. David C. Cook Co. Alberta representative — Mrs. Roy Hanlon, Box 707, Westlock.
[5] Shaftel, *"People in Action"* picture set. Grades K-4. (Toronto: Holt, Rinehart and Winston).
[6] Goldmark, B., *Social Studies — A Method of Inquiry*. Wadsworth, 1968.
[7] Simon, F., *op. cit.*
[8] See Wilson, et al, *World Cultures,* Fideler, 1969.

avioral specimens. Upper elementary students can f social-psychology in analyzing human behavior. lated materials are provided by the S.R.A. *Social Units* by Lippitt, Fox and Schaible.[3]

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on Inquiry

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World Cultures, Fideler, 1969.

compromise in deciding what to do about the problem? Were we right in deciding what actions (if any) to take? Did we carry out our actions as planned? How might we be more successful next time?

Reflective thinking can continue by considering the question, "Why did we inquire in this way?" What did we prove? Have we gained anything through the process? Has society gained anything? Finally, we might ask, "What do we value and assume when we inquire in this way?" Should we have been so rigorous in our investigations? Do we feel the so-called 'scientific method' is a good approach? Do we use this approach in daily decision-making?

ACTIVITIES FOR ACHIEVING KNOWLEDGE OBJECTIVES

Knowledge is an essential tool in decision-making. A major problem arises, however, when teachers try to determine what knowledge will be most useful to students as they make decisions now and in the future. Persons who have grappled with this problem have reached two conclusions:

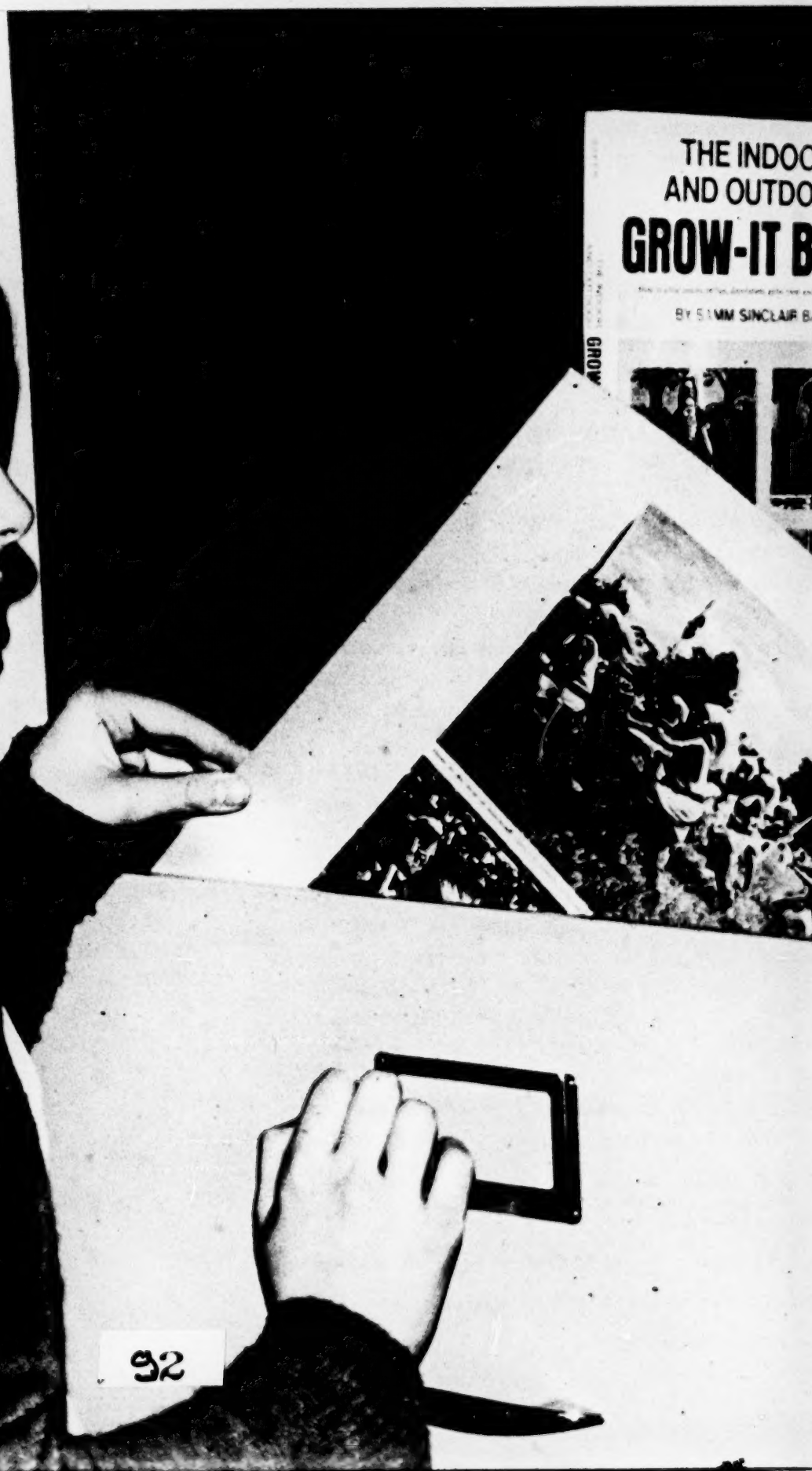
— Factual and specific knowledge has limited utility.
— Broader categories of knowledge (such as concepts and generalizations) are less subject to obsolescence, have greater transferability, are more easily remembered, and contribute more to the development of higher-order thinking processes.

In keeping with these conclusions, the pages that follow are intended to assist teachers and students to develop and utilize broader levels of knowledge.

1. The Hierarchy of Knowledge

The hierarchy of knowledge is outlined in the following diagram. Note that many facts can be subsumed by a single concept; many concepts can be incorporated into a single generalization.

1961
1953-61
1957-58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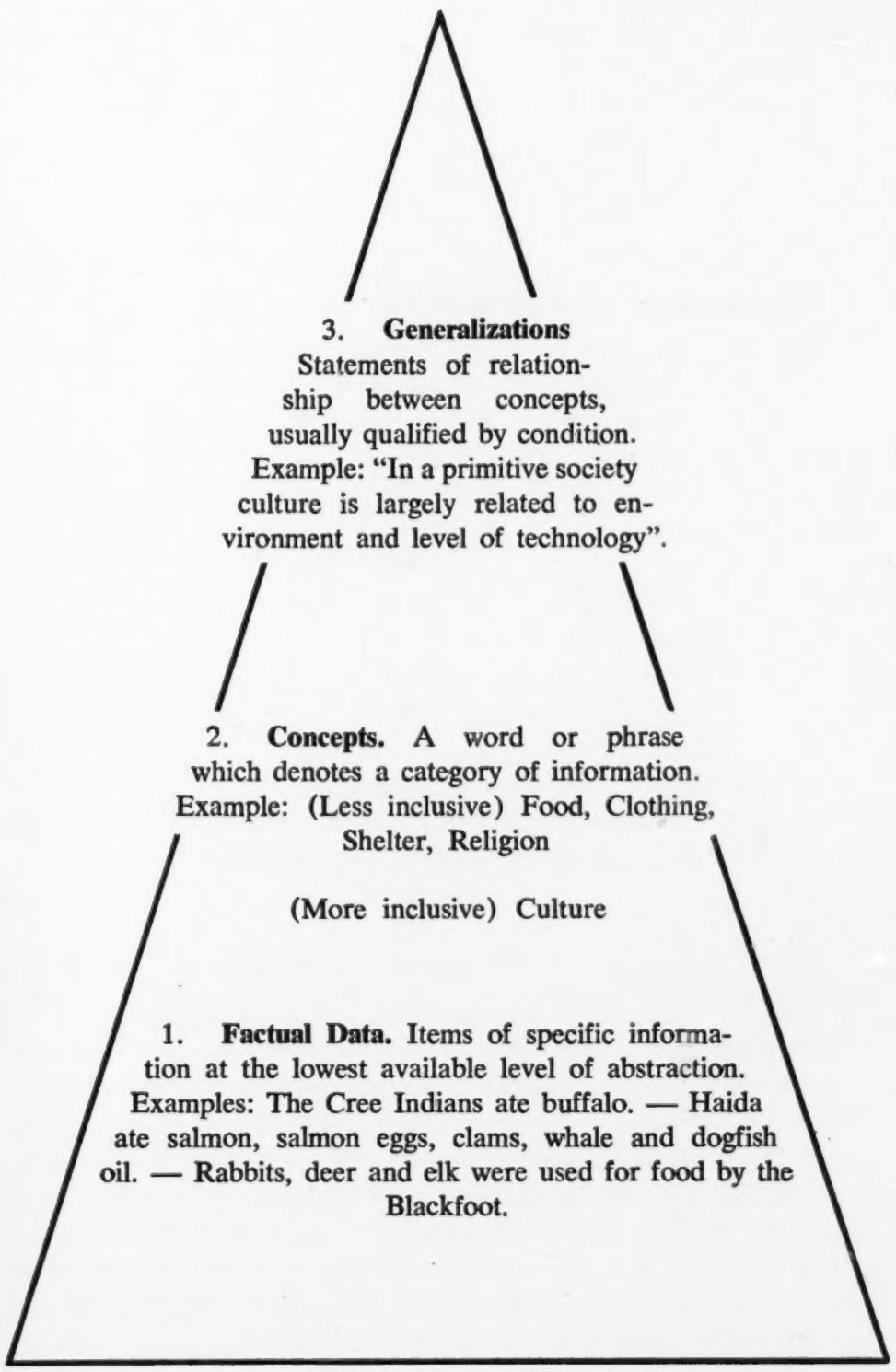
3. Generalizations
Statements of relationship between concepts, usually qualified by condition. Example: "In a primitive society culture is largely related to environment and level of technology".
2. Concepts. A word or phrase which denotes a category of information. Example: (Less inclusive) Food, Clothing, Shelter, Religion
(More inclusive) Culture
1. Factual Data. Items of specific information at the lowest available level of abstraction. Examples: The Cree Indians ate buffalo. — Haida ate salmon, salmon eggs, clams, whale and dogfish oil. — Rabbits, deer and elk were used for food by the Blackfoot.

Adapted from Wray, R. L. (Ed), *A Curriculum Development Model for Designing and Teaching the New Social Studies.* (Edmonton. The Alberta Teachers' Association, 1970.)

Formulating concepts. Concepts are obtained a
a continual process of discrimination and organizati
For example, at first a child might refer to every
a bird. However, as he gains experience, he learn
butterflies and aircraft are not birds.

Concepts become increasingly abstract and inclu
or elements are added and accommodated to the t
the concept *animal* subsumes the other concepts pre

Examples

1. a horse
2. a horse and a cat
3. a horse, a cat and a chicken
4. a horse, a cat, a chicken and a jelly fish

The understanding of a concept is unique to
determined by the experiences and outlook of the i
to communicate, people must have concepts in which
elements. The greater the number of common e
precise the communication. For example, society
regard "freedom" as a combination of the diction
absence of necessity, coercion, or constraint in cho
of responsibility; the young child could perceive "fre
to go to a show if he so desires; whereas the c
regard "freedom" as the licence to burn down the ac
ing. The effectiveness of communication between an
would be determined by the number of common ele
cept of "freedom".

Formulating generalizations. A generalization h
a statement of a relationship between concepts usu
condition.[9] In order to assure that teachable generali
and formulated, the following criteria are recommen

i. Two or more concepts are presented in the
ship.

ii. A word or phrase denoting condition is usu
typically, often, largely, usually).

iii. The concepts are "definable", although the
inclusive.

[9] Wray, *op. cit.*, p. 8.

3. **Generalizations**
Statements of relationship between concepts, usually qualified by condition. Example: "In a primitive society culture is largely related to environment and level of technology".

Concepts. A word or phrase ch denotes a category of information. ple: (Less inclusive) Food, Clothing, Shelter, Religion

(More inclusive) Culture

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Vray, R. L. (Ed), *A Curriculum Development Model for hing the New Social Studies.* (Edmonton. The Alberta , 1970.)

Formulating concepts. Concepts are obtained and refined through a continual process of discrimination and organization of factual data. For example, at first a child might refer to every winged creature as a bird. However, as he gains experience, he learns that mosquitoes, butterflies and aircraft are not birds.

Concepts become increasingly abstract and inclusive as more events or elements are added and accommodated to the total. For example, the concept *animal* subsumes the other concepts presented below:

	Examples	Concepts
1.	a horse	horse
2.	a horse and a cat	mammals
3.	a horse, a cat and a chicken	vertebrates
4.	a horse, a cat, a chicken and a jelly fish	animals

The understanding of a concept is unique to each person, being determined by the experiences and outlook of the individual. In order to communicate, people must have concepts in which there are common elements. The greater the number of common elements, the more precise the communication. For example, society in general might regard "freedom" as a combination of the dictionary definition "the absence of necessity, coercion, or constraint in choice or action" and of responsibility; the young child could perceive "freedom" as the right to go to a show if he so desires; whereas the campus rebel could regard "freedom" as the licence to burn down the administration building. The effectiveness of communication between any two of the above would be determined by the number of common elements in their concept of "freedom".

Formulating generalizations. A generalization has been defined as a statement of a relationship between concepts usually qualified by a condition.[9] In order to assure that teachable generalizations are selected and formulated, the following criteria are recommended.

i. Two or more concepts are presented in the form of a relationship.

ii. A word or phrase denoting condition is usually included (e.g., typically, often, largely, usually).

iii. The concepts are "definable", although they are abstract and inclusive.

[9] Wray, *op. cit.*, p. 8.

iv. The generalization is instructionally valid. (It represents fundamental knowledge of the content being studied.)

2. Teaching and Learning Activities

Teacher planning. Advance planning can bring greater efficiency to the teaching and learning of conceptual knowledge. In selecting content for the social studies program, teachers should be aware of the "big ideas" of which specific data are a part. If the teacher has the concept or generalization clearly in mind, he/she is in a better position to assist students as they strive to organize the abundance of factual knowledge to which they are exposed. Teacher planning should be aimed toward helping students to:

a. Develop and refine concepts.

b. Develop and refine generalizations.

Developing and refining concepts. The following step-by-step method of developing concepts [10] has been especially effective with elementary children. It consists of four essential steps — enumerating, grouping, labelling and refining.

a. **Enumeration of facts or data.** This may be done by the teacher or by the students responding to a question or instruction given by the teacher. In Grade II the pupils may enumerate the names of items in response to a teacher's question: "What do you find in a supermarket?" Examples of items enumerated could be: pork, apples, peas, lettuce, butter, fish, corn on the cob, canned corn, fresh strawberries, cake mix, beef, radishes, oranges, sugar, potato chips, celery, and mutton.

Enumeration may take many forms: written lists, concrete objects, and/or pictorial materials.

b. **Categorizing (grouping) of facts or data.** This involves the identification of common elements as a basis for grouping. In most instances a variety of common elements will be identified. Therefore the same list of items might be grouped in different ways.

The teacher will have specific objectives in terms of the groups to be formed. These objectives will be attained through questioning and discussion of the various logical groupings suggested by pupils. For example, the following groups might be suggested:

[10] Taba, Hilda, et al., *A Teacher's Handbook to Elementary Social Studies: An Inductive Approach,* (Second Edition), Don Mills, Ontario, Addison-Wesley, 1971.

pork
mutton
beef
fish

oranges
radishes
lettuce
apples
fresh strawberries
celery
corn on the cob

Other groupings which might be suggested:

fish	pork	radishes
	mutton	lettuce
	beef	fresh strawb
	butter	celery
		corn on the
		canned peas
		canned corn
		potato chips
		sugar
		oranges
		apples

c. **Labelling of categories or groups.** Thi
to each group, which represents the concept.
(b) labels which could be used with the first g

Meat Produce

Labels appropriate to the second example
source of the items include:

from water animals	from land animals	from so

d. **Refining and expanding concepts.** This
ing to insure that all items belong where grou
distinguish examples and non-examples. In a gro
an item like eggs is a non-example so does n
hand, the heading might be changed to "Farm
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Learning Activities

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ng groups might be suggested:

pork	oranges		canned peas
mutton	radishes		canned corn
beef	lettuce		potato chips
fish	apples		cake mix
	fresh strawberries		
	celery		sugar
	corn on the cob		butter

Other groupings which might be suggested:

fish	pork	radishes	cake mix
	mutton	lettuce	
	beef	fresh strawberries	
	butter	celery	
		corn on the cob	
		canned peas	
		canned corn	
		potato chips	
		sugar	
		oranges	
		apples	

c. **Labelling of categories or groups.** This means giving a name to each group, which represents the concept. For example, from part (b) labels which could be used with the first groups are:

Meat	Produce	Groceries

Labels appropriate to the second example which is based on the source of the items include:

from water animals	from land animals	from the soil	from the factory

d. **Refining and expanding concepts.** This step consists of re-grouping to insure that all items belong where grouped. It is necessary to distinguish examples and non-examples. In a group headed "Vegetables", an item like eggs is a non-example so does not belong. On the other hand, the heading might be changed to "Farm Produce", in which case eggs can be subsumed under the expanded concept.

It is probable that concepts developed at one level will be included in more abstract concepts developed at subsequent levels. For example,

A Teacher's Handbook to Elementary Social Studies: An
econd Edition), Don Mills, Ontario, Addison-Wesley, 1971.

the concepts cited above for groups of items found in the supermarket could be subsumed under the concept food, which in turn could be subsumed under the concept fuel.

Developing and refining generalizations. Generalizations may be learned deductively or inductively.

a. **The deductive approach.** Deductive learning moves from the general to the specific. The teacher presents the generalization to the class. For example, the teacher might state "The temperature is usually higher as you get closer to the equator." The generalization is then explained. If the concepts and relationship involved are familiar this may be sufficient for students to understand the relationship.

If students are not familiar with the generalization it will be necessary to demonstrate the asserted relationship among concepts by illustrating with a number of examples. The examples may be presented in a film, in a lecture, during a field trip, etc. In the example given above, the concepts "temperature" and "equator" as well as the relationships "higher" and "closer" must be understood. The use of more specific and concrete examples of "higher" and "closer" would help develop understanding of the relationships.

Students should demonstrate an understanding of the relationship by creating their own positive cases. This step is extremely important in that it provides an opportunity to both apply and evaluate what has been learned.

b. **Inductive approaches.** Inductive learning moves from the specific to the general. One approach is to get students to generalize about all cases from knowledge of some cases and may begin with awareness of a number of cases. It ends with a conclusion that all cases are probably like the cases known. For example, students may discover that the annual mean temperature of Colombo is higher than that of Moscow; that Accra's is higher than Oslo's, and Singapore's is higher than Tokyo's. From these cases they may arrive at the generalization that "The temperature is usually higher as you get closer to the equator."

A problem-solving approach begins with the identification of a problem and collection of some information on the problem. The students may then propose tentative generalizations can be tested by further inquiry. For example, st various population centres may become aware of with temperature variations. They collect some dat suggested generalizations such as:

"Most places that have higher temperatures ar

"The temperature is usually higher as you get c

Further investigation of specific cases (hypo reveal that the latter generalization is the more val

c. **Refining and expanding generalizations.** G nition usually contain a qualifying word. Therefo prepared to make revisions as further information ample, when they discover that places located at situated nearer the equator have lower mean tempe further removed from the equator, they could inc generalizations into a single more inclusive gener

"The temperature is usually higher in places closer to the equator."

Applying Concepts and Generalizations. Stud concepts and generalizations can be consolidated ing situations in which they need to apply the con in a new situation.[11] This need can be created by happen if . . ." In attempting to answer this questio ly put forward an hypothesis which would be base The hypothesis can then be explained and tested.

For example, students might be asked, "Wha Kenya disappeared?" Students might hypothesize would rise on the land where the mountain used could be explained by the generalization that "T higher in places of lower altitude." Students could by comparing temperatures on Mt. Kenya with th ing plain.

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[11] Taba, *op. cit.* Page 83.

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of some information on the problem. The stu-

dents may then propose tentative generalizations (hypotheses) which can be tested by further inquiry. For example, students reading about various population centres may become aware of a problem associated with temperature variations. They collect some data, then come up with suggested generalizations such as:

"Most places that have higher temperatures are closer to sea level."

"The temperature is usually higher as you get closer to the equator."

Further investigation of specific cases (hypotheses testing) would reveal that the latter generalization is the more valid.

c. **Refining and expanding generalizations.** Generalizations by definition usually contain a qualifying word. Therefore, students must be prepared to make revisions as further information is acquired. For example, when they discover that places located at higher altitudes but situated nearer the equator have lower mean temperatures than do places further removed from the equator, they could incorporate the previous generalizations into a single more inclusive generalization:

"The temperature is usually higher in places at lower altitudes and closer to the equator."

Applying Concepts and Generalizations. Students' understanding of concepts and generalizations can be consolidated (and tested) by devising situations in which they need to apply the concept or generalization in a new situation.[11] This need can be created by asking, "What would happen if . . ." In attempting to answer this question, students will usually put forward an hypothesis which would be based on a generalization. The hypothesis can then be explained and tested.

For example, students might be asked, "What would happen if Mt. Kenya disappeared?" Students might hypothesize that the temperature would rise on the land where the mountain used to be. The hypothesis could be explained by the generalization that "Temperature is usually higher in places of lower altitude." Students could test their hypotheses by comparing temperatures on Mt. Kenya with those on the surrounding plain.

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[11] Taba, *op. cit.* Page 83.

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WHAT DO I NEED TO GROW UP?

ACKNOWLEDGEMENT

This sample unit has been prepared for the Department of Education by Mrs. Doris Hopkins of Lendrum School, Edmonton and by Mrs. Kay Chernowski, Early Childhood Education Staff Development, Edmonton Public School Board.

Many of the ideas contained in the unit were developed and tested through the co-operation of primary teachers throughout the Edmonton Public School System. To Mrs. Chernowski, Mrs. Hopkins and their many colleagues, the Department of Education expresses sincere appreciation.

Grade One Social Studies Sample Unit

WHAT DO I NEED TO GROW UP?

OVERVIEW

The unit which follows is an attempt by the writers to describe some of the activities which could be carried out by Grade One children under the general heading, **"Homes and Families".** We recommend that it be taken after the children have had an opportunity to develop an understanding of their own unique characteristics and capabilities. (The suggested kindergarten topic, "All About Me", would be an excellent preparation for the unit outlined below.) We have tried to suggest topics and activities which are consistent with currently accepted principles of child development, or early childhood education, and of social studies education. We readily acknowledge that **no unit should ever be written except for a particular group of actual children.**

Our aim is to enable each child to know and to appreciate his own family for the benefits it provides for him, however great or meagre those benefits may be (LOYALTY). This is a positive approach which consciously and conscientiously avoids comparisons with families and homes of others in the same class and, most important, with the stereotype of the "ideal" family. Unfortunate and hurtful feelings of disillusionment and resentment are too often the result of this latter approach.

The resource material for this unit is largely the child himself, his own family, his own house and the community in which he lives. Recognizing that very few children in their first year at school can read well enough to do research from books, most of the activities do not require any reading ability whatsoever. It is expected that most records will be in graphic form and that the teachers will always be willing to translate for the children what their limited skill with symbols prevents them from translating for themselves, thus clearing the way for them to interpret the data, to draw conclusions, and to form concepts and generalizations (all of which first-graders are quite capable of doing, with guidance from the teacher).

The focus of this unit is upon the development of successful face-to-face relationships in family living (SOCIAL SKILLS). Children are led to the understanding that all behavior is caused and learn some of the causes of behaviors within their family circle (CAUSALITY). This vital aspect of the unit is impossible to develop playing and other related techniques. It is ther ded that each teacher become proficient in t Shaftel in the list of references). This is not at —most teachers master the technique quickly about its effectiveness with the children!

As in all educational undertakings, the c all important to the learning that takes place wi is instrumental in establishing that climate. It of this unit that every child in Alberta schoo **acceptance,** the **affection** and the **attention** that the confident, competent, contributing indiv become.

Teacher preparation: it is **vital** to the pla teacher know each family of the children in ment should be encouraged so that parents objectives of this unit.

OBJECTIVES

A. Value Objectives

1. Children should develop a positi CONCEPT
2. Children should be aware of LOVE, L SIBILITY as values that affect their li
3. Children should clarify their feelings their own family and toward other pup
4. Children should clarify how they feel in its many forms,
   e.g. Uniqueness of personal characte
   Uniqueness of family members
   Uniqueness of family units
5. Children should decide what RESPO sume for the smooth operation of thei

Grade One Social Studies Sample Unit

WHAT DO I NEED TO GROW UP?

ollows is an attempt by the writers to describe hich could be carried out by Grade One children ing, **"Homes and Families".** We recommend that hildren have had an opportunity to develop an own unique characteristics and capabilities. (The topic, "All About Me", would be an excellent it outlined below.) We have tried to suggest hich are consistent with currently accepted prinnent, or early childhood education, and of social readily acknowledge that **no unit should ever be rticular group of actual children.**

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unit is upon the development of successful face- family living (SOCIAL SKILLS). Children are ng that all behavior is caused and learn some of s within their family circle (CAUSALITY). This vital aspect of the unit is impossible to develop successfully without role-playing and other related techniques. It is therefore strongly recommended that each teacher become proficient in these techniques (refer to Shaftel in the list of references). This is not at all a frightening prospect —most teachers master the technique quickly and become enthusiastic about its effectiveness with the children!

As in all educational undertakings, the climate of the classroom is all important to the learning that takes place within its walls. The teacher is instrumental in establishing that climate. It is the hope of the writers of this unit that every child in Alberta schools finds the **approval,** the **acceptance,** the **affection** and the **attention** that he needs to develop into the confident, competent, contributing individual he is destined to become.

Teacher preparation: it is **vital** to the planning of this unit that the teacher know each family of the children in her class. Parent involvement should be encouraged so that parents know and support the objectives of this unit.

OBJECTIVES

A. **Value Objectives**

1. Children should develop a positive and realistic SELF CONCEPT
2. Children should be aware of LOVE, LOYALTY and RESPONSIBILITY as values that affect their lives
3. Children should clarify their feelings toward other members of their own family and toward other pupils in their family settings
4. Children should clarify how they feel about INDIVIDUALITY in its many forms,
   e.g. Uniqueness of personal characteristics
   Uniqueness of family members
   Uniqueness of family units
5. Children should decide what RESPONSIBILITY they will assume for the smooth operation of their family unit.

B. Skill Objectives

1. Social Skills

   Children should develop skill in:

   a. Handling face-to-face relationships at home and in school
   b. Talking about feelings and reactions
   c. Role-playing

2. Inquiry Skills

   Children should develop skill in:

   a. Collecting first-hand data from:
      —their own experiences
      —primary sources
      —field trips
      —AV resource materials

   b. Organizing data

   c. Recording data on charts
      in booklets
      on graphs
      through pupil-made filmstrips, murals
      models
      through dramatization

   d. Interpreting data to draw conclusions
      —to make inferences
      —to suggest solutions to problems
      —to form valid generalizations and concepts

3. Physical Skills

   Children should develop locomotor and perceptual motor skills through participation in such activities as:
   —dramatic play
   —construction activities
   —painting and modeling
   —folding, cutting and pasting

4. Language Skills

   Children should extend their language skills by:
   —increasing their vocabulary
   —increasing their ability to express ideas

C. Knowledge Objectives

1. Children should develop the concept of "fam
   persons who live in one house, not necessa
   and of "home" as the place where a family
   physical form

2. Children should develop the concept of "lo
   possible terms, understanding that it is show
   do and how you do it. Each child should see
   in his own family by parent to parent
   parent to child
   child to parent
   child to child

3. Children should develop the following g
   behavior:

   You show love to another when you:
   —wait your turn
   —share with others
   —avoid complaining
   —help when you can
   —show courtesy in speech and action
   —show respect for persons and property
   —say only nice things about what others ha
   are prepared to suggest ways to do it bett

4. Children should develop understandings suc
   a. How a human being grows and develops
   b. What is required for the best human grow
   c. The young, the ill, and the aged are de
   family members
   d. People, plants and animals are interdepe

5. Children should develop concepts of home
   knowledge of:
   a. The composition of their own family
   b. The size, location, furnishings and equi
   home

   c. The activities in which their families eng
   creational, chores, celebrations, etc.

d develop skill in:
ace-to-face relationships at home and in school
out feelings and reactions
g

d develop skill in:

irst-hand data from:
n experiences
sources
s
urce materials

data

data on charts
in booklets
on graphs
through pupil-made filmstrips, murals
models
through dramatization

g data to draw conclusions
inferences
st solutions to problems
valid generalizations and concepts

d develop locomotor and perceptual motor skills
ipation in such activities as:
ay
activities
d modeling
ting and pasting

ls
ld extend their language skills by:
heir vocabulary
heir ability to express ideas

C. Knowledge Objectives

1. Children should develop the concept of "family" as the body of persons who live in one house, not necessarily blood relatives, and of "home" as the place where a family lives, whatever its physical form

2. Children should develop the concept of "love" in the broadest possible terms, understanding that it is shown through what you do and how you do it. Each child should see how love is shown in his own family by parent to parent
   parent to child
   child to parent
   child to child

3. Children should develop the following generalization about behavior:
   You show love to another when you:
   —wait your turn
   —share with others
   —avoid complaining
   —help when you can
   —show courtesy in speech and action
   —show respect for persons and property
   —say only nice things about what others have done unless you are prepared to suggest ways to do it better

4. Children should develop understandings such as:
   a. How a human being grows and develops through time
   b. What is required for the best human growth and development
   c. The young, the ill, and the aged are dependent upon other family members
   d. People, plants and animals are interdependent

5. Children should develop concepts of home and family by using knowledge of:
   a. The composition of their own family
   b. The size, location, furnishings and equipment of their own home

   c. The activities in which their families engage: educational, recreational, chores, celebrations, etc.

Objectives	Activities	Materials
	Opener	
	1. Read Story of Hansel and Gretel	**Hansel and Gretel,** by Jacob (several editions are availa
A 1 B 1 C	2. Discussion: Why did Hansel and Gretel need to find a home? Develop idea that all children need someone to care for them until they are old enough to look after themselves.	
	3. Prepare a chart on: "What Care Do I Need To Help Me Grow Up?" Food — Health Care Clothing — Education Shelter — Recreation Love and Security Through **questioning** and discussion bring out these seven categories (or their equivalents)	Chart paper, felt pens, etc.
	Development	
A 3 B C 1	1. My Family a. Members of my Family —a family portrait should be obtained. This may be a photograph taken at school or brought from home —a painting by child of his family —make paper dolls of each member of family, dress them as they do dress, describe them to class	Art materials, fabric scraps, glue
	b. Families are different —each child prepares a collage of pictures, samples and objects of things that tell something about his family —through discussion of these collages the concept of a unique "family style" will emerge	Large cardboards, old magazines
	2. How Is Love Shown In My Family? Classroom activities which enable children to examine values related to this question include: a. Day-today classroom activities. These should be used to make children aware of the quality of their relationships with others, especially in the home situation, e.g.: Perhaps during self-directed play time in the house corner it is observed that at meal-time a certain child's behavior is discourteous and this affronts some other members of the play family. This is a perfect opportunity to make the "offender" aware of the feelings his behavior is arousing in the others. The teacher migh ask such questions as:	

Activities	Materials
Opener	
1. Read Story of Hansel and Gretel	**Hansel and Gretel,** by Jacob and Wilhelm Grimm. (several editions are available)
2. Discussion: Why did Hansel and Gretel need to find a home? Develop idea that all children need someone to care for them until they are old enough to look after themselves.	
3. Prepare a chart on: "What Care Do I Need To Help Me Grow Up?" Food — Health Care Clothing — Education Shelter — Recreation Love and Security Through **questioning** and discussion bring out these seven categories (or their equivalents)	Chart paper, felt pens, etc.
Development	
1. My Family	
a. Members of my Family —a family portrait should be obtained. This may be a photograph taken at school or brought from home —a painting by child of his family —make paper dolls of each member of family, dress them as they do dress, describe them to class	Art materials, fabric scraps, glue, scissors
b. Families are different —each child prepares a collage of pictures, samples and objects of things that tell something about his family —through discussion of these collages the concept of a unique "family style" will emerge	Large cardboards, old magazines, scissors, glue
2. How Is Love Shown In My Family? Classroom activities which enable children to examine values related to this question include:	
a. Day-today classroom activities. These should be used to make children aware of the quality of their relationships with others, especially in the home situation, e.g.: Perhaps during self-directed play time in the house corner it is observed that at meal-time a certain child's behavior is discourteous and this affronts some other members of the play family. This is a perfect opportunity to make the "offender" aware of the feelings his behavior is arousing in the others. The teacher might ask such questions as:	

Objectives	Activities	Materials
	"Do you like ____ to behave this way at the table?" "Do you care how the other children feel about your behavior?" "What might happen if . . . ?" Through discussion and role-playing all concerned can be helped to clarify their beliefs about the relationship of meal-time courtesy to showing love and respect for others. b. Role-playing—topics may be based on observed behavior during play or on prepared materials such as found in Shaftel (see list of references) e.g., Brother-sister conflicts Older-younger sibling conflicts Having friends over to play Helping with the chores Allowances Grievances about inequalities in the home, i.e., not treating each child the same Going to play at a friend's house without asking Mother first c. Literature. There are many excellent children's books that can be used very effectively to help make children aware of values as well as to help them acquire skill and knowledge in face-to-face relationships. A few suggestions of how this could be used are listed below: —**A Baby Sister for Francis** could be used to help children develop a feeling for a new baby by helping them to learn to cope with their own feelings of jealousy and resentment. —**Ask Mr. Bear** and **Mr. Rabbit and the Lovely Present** could be used to help children realize that love can be shown in many ways and that costly gifts are not necessary to show love. —**If I Were a Mother** could spark a lively discussion on what mothers do and why they do it. —**If It Weren't for You** and **Big Sister and Little Sister** could help a "big brother" learn to cope with a "little brother" who always seems to spoil all his fun. Note: Any of these stories could be used with puppets, as could many role-plays mentioned above. The self-conscious child can frequently express himself more freely through a puppet particularly when he has not acquired much skill in assuming a role bodily.	Anglund, Joan, **A Friend Is Someone** Harcourt, 1958 Fisher, Margery M., **But Not Our Dad** Flack, Margery, **Ask Mr. Bear,** Double Hoban, Russell, **The Sorely Trying Da** Hoban, Russell, **A Baby Sister For** 1964 Langstaff, N., **A Tiny Baby For You,** Minarik, Else, **Little Bear** (and others Mizumura, Kazue, **If I Were A Mothe** Zolotow, Charlotte, **Big Sister And Litt** 1966 **I Want To Be Little**, Shurman, 1 **If It Weren't For You,** Harper **The Hating Book,** Harper, 1970 **Mr. Rabbit And The Lovely** 1964

Activities	Materials
"Do you like ____ to behave this way at the table?" "Do you care how the other children feel about your behavior?" "What might happen if . . . ?" Through discussion and role-playing all concerned can be helped to clarify their beliefs about the relationship of meal-time courtesy to showing love and respect for others. Role-playing—topics may be based on observed behavior during play or on prepared materials such as found in Shaftel (see list of references) e.g., Brother-sister conflicts Older-younger sibling conflicts Having friends over to play Helping with the chores Allowances Grievances about inequalities in the home, i.e., not treating each child the same Going to play at a friend's house without asking Mother first Literature. There are many excellent children's books that can be used very effectively to help make children aware of values as well as to help them acquire skill and knowledge in face-to-face relationships. A few suggestions of how this could be used are listed below: —**A Baby Sister for Francis** could be used to help children develop a feeling for a new baby by helping them to learn to cope with their own feelings of jealousy and resentment. —**Ask Mr. Bear** and **Mr. Rabbit and the Lovely Present** could be used to help children realize that love can be shown in many ways and that costly gifts are not necessary to show love. —**If I Were a Mother** could spark a lively discussion on what mothers do and why they do it. —**If It Weren't for You** and **Big Sister and Little Sister** could help a "big brother" learn to cope with a "little brother" who always seems to spoil all his fun. Any of these stories could be used with puppets, as could many role-plays mentioned above. The self-conscious child can frequently express himself more freely through a puppet particularly when he has not acquired much skill in assuming a role bodily.	Anglund, Joan, **A Friend Is Someone Who Likes You,** Harcourt, 1958 Fisher, Margery M., **But Not Our Daddy,** Dial, 1965 Flack, Margery, **Ask Mr. Bear,** Doubleday, 1930 Hoban, Russell, **The Sorely Trying Day,** Harper, 1967 Hoban, Russell, **A Baby Sister For Francis,** Harper, 1964 Langstaff, N., **A Tiny Baby For You,** Harcourt, 1955 Minarik, Else, **Little Bear** (and others), Harper, 1957 Mizumura, Kazue, **If I Were A Mother,** Crowell, 1968 Zolotow, Charlotte, **Big Sister And Little Sister,** Harper, 1966 **I Want To Be Little,** Shurman, 1968 **If It Weren't For You,** Harper **The Hating Book,** Harper, 1970 **Mr. Rabbit And The Lovely Present,** Harper, 1964

Objectives	Activities	Materials
	d. Picture Study—pictures showing people in stressful home situations could be used in much the same way as stories to involve the children in value-clarification activities and discussion	**Moods And Emotions** (see footno **Language Experience** Pictures Shaftel Pictures Pictures from magazines, calenda
	3. My Family Home	Refer to: Moore and Owen: **Teac**
	a. Location—use activities such as the following to prepare a chart entitled "Houses We Live In"	**The Social Studies,** Toronto. Mac
	—field trip to see where each other lives (if possible)	
	—make observations of size, location, construction and landscaping of homes	
	—record observations by making models of own house (exterior only)	Shoe boxes, etc.
	—learn address and telephone number (in urban communities the children might enjoy figuring for themselves the system used for numbering streets and houses)	Art materials
	—build up a model of community on floor by marking streets with masking tape and positioning each house and yard model correctly	Masking tape
	—field trip to a house under construction (if possible) or use films and pictures to see what houses are built of	
	—re-visit site several times to observe stages of construction	
	b. Function	
	Discuss what purposes are served by each room in each child's home	Refer to Chart prepared in Open to Help Me Grow Up?"
	Extend vocabulary by developing generalized meanings for: kitchen, bathroom, living room, bedroom, laundry room, yard, etc. (avoid any suggestion that the quality of family life is dependent upon the size of the homes)	
	c. Furnishings and Decorations of My House Dramatic play with doll house	Wooden Doll House
	—to learn furniture names	Toy Furniture
	—to discuss interior decoration of their own house by contrasting it with that of the doll house	Wallpaper, Drapery } Scraps

Activities	Materials
d. Picture Study—pictures showing people in stressful home situations could be used in much the same way as stories to involve the children in value-clarification activities and discussion	**Moods And Emotions** (see footnote on page 49) **Language Experience** Pictures Shaftel Pictures Pictures from magazines, calendars, etc.
My Family Home	
a. Location—use activities such as the following to prepare a chart entitled "Houses We Live In"	Refer to: Moore and Owen: **Teaching The Subjects In The Social Studies,** Toronto. Macmillan of Canada
—field trip to see where each other lives (if possible)	
—make observations of size, location, construction and landscaping of homes	
—record observations by making models of own house (exterior only)	Shoe boxes, etc.
—learn address and telephone number (in urban communities the children might enjoy figuring for themselves the system used for numbering streets and houses)	Art materials
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—re-visit site several times to observe stages of construction	
b. Function Discuss what purposes are served by each room in each child's home	Refer to Chart prepared in Opener, "What Do I Need to Help Me Grow Up?"
Extend vocabulary by developing generalized meanings for: kitchen, bathroom, living room, bedroom, laundry room, yard, etc. (avoid any suggestion that the quality of family life is dependent upon the size of the homes)	
c. Furnishings and Decorations of My House Dramatic play with doll house	Wooden Doll House
—to learn furniture names	Toy Furniture
—to discuss interior decoration of their own house by contrasting it with that of the doll house	Wallpaper, Drapery } Scraps

Objectives	Activities	Materials
	d. Work To Be Done at My House And Who Can Do It —children make a picture, filmstrip, videotape or movie of work in the home and yard —when movie is being shown discuss with the children: what work is being done who can do it? Why? (bring out safety, strength and maturity as criteria for deciding who does what) Note: For classes interested in continuing this unit, possible areas of further investigation might be: —what we eat at our house food production and distribution Why—nutrition, learning cultural appreciations —what do we wear? Why? Where does it come from? —role of money in family —what we learn at home—how do we learn what we learn? —special days at our house —how we worship in our house —how we entertain our friends	

Rather than a culmination, which usually marks the conclusion of a unit of study, we suggest that the foregoing unit act as an units on families of other times or other cultures. Thus the entire first year Social Studies program will be focused on the famil

Evaluation

To evaluate students' progress during this unit, it is essential that evaluation be a **continuous process** and with **observation of part** tor. The objectives set out at the beginning of this unit must form the basis for any evaluation procedures used.

Suggested Procedures

A. Teacher Observation Checklist (to be completed at intervals throughout year)

Name of Pupil _____

	Always			Often			Sometin	
Observation	1	2	3	1	2	3	1	2
1. Pupil shares ideas								
2. Pupil cooperates in use of materials and equipment								
3. Pupil shows consideration for others								
4. Pupil displays responsibility within the classroom group								
5. Pupil shows acceptance of individuality in its many forms								
6. Pupil demonstrates ability to reach decisions on the basis of materials presented								

B. Pupil/Teacher/Parent Conference

Face-to-face communication among the teacher, the pupil, and (where possible) the parents, can be a worthwhile form conferences can help teachers in assessing student attitudes and can be an effective means of involving parents in the social st ers must select with care questions that are appropriate for each conference. The following statements are illustrative of q suitable:

1. What do you do to help at home? Do you think you should give more help? What?
2. Do you think you should let your mother know when you go to play at somebody else's house? Why?
3. What things do you do to show your family that you love them?
4. What things does your family do to show that they love you?

C. Measurement of Growth in Knowledge and Skills

Teacher-made tests should be designed to measure what has been taught during this unit.

References

Moore and Owen, *Teaching The Subjects In The Social Studies,* Toronto. Macmillan of Canada, 1966.
Shaftel F. R. & Shaftel G., *Role-Playing For Social Values,* Englewood Cliffs, N.J., Prentice-Hall, 1967
Smith, James A., *Creative Teaching In The Social Studies,* Boston. Allyn & Bacon, 1967.

culmination, which usually marks the conclusion of a unit of study, we suggest that the foregoing unit act as an opener for subsequent other times or other cultures. Thus the entire first year Social Studies program will be focused on the family theme.

s' progress during this unit, it is essential that evaluation be a **continuous process** and with **observation of participation** the chief fac- set out at the beginning of this unit must form the basis for any evaluation procedures used.

es

ation Checklist (to be completed at intervals throughout year)

Observation	Always			Often			Sometimes			Never		
	1	2	3	1	2	3	1	2	3	1	2	3
ideas												
rates in use of materials and equipment												
consideration for others												
ys responsibility within the classroom group												
acceptance of individuality in its many forms												
nstrates ability to reach decisions on the basis of materials												

Parent Conference

e communication among the teacher, the pupil, and (where possible) the parents, can be a worthwhile form of evaluation. Such help teachers in assessing student attitudes and can be an effective means of involving parents in the social studies programs. Teach- with care questions that are appropriate for each conference. The following statements are illustrative of questions that might be

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k you should let your mother know when you go to play at somebody else's house? Why?

do you do to show your family that you love them?

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f Growth in Knowledge and Skills

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Creative Teaching In The Social Studies, Boston. Allyn & Bacon, 1967.

WOULD YOU LIKE TO BE AN ESKIMO?

ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on "The Eskimo".

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Grade Three Social Studies Sample Unit

WOULD YOU LIKE TO BE AN ESKIMO?

OVERVIEW

This unit should encourage students to consider the effects on the people involved where a minority culture meets another culture. It relates to the master curriculum by focusing attention on value issues involving EMPATHY, FREEDOM and EQUALITY; by seeking to develop problem solving and social skills; and by utilizing facts and generalizations to foster an understanding of the concepts of CULTURE, TECHNOLOGY and SPACE. It relates to the content theme of the Grade 3 master curriculum by emphasizing a comparative communities approach: the *traditional* Eskimo pattern of life is contrasted with the *contemporary* Eskimo community and these two in turn with white communities of southern Canada, preferably the child's own community.

OBJECTIVES

A. Value Objectives

1. Students should clarify their attitudes, feelings, and beliefs about the equality of human beings with respect to the Eskimo people and the white population of Canada. (Equality)
2. Students should clarify their attitudes, feelings and beliefs about the freedom of the Eskimo today as compared with the Eskimo of several years ago, and with the urban white resident. (Freedom)
3. Students should attempt to understand the perspective of the contemporary Eskimo in dealing with problems associated with a rapidly changing society. (Empathy)

B. Skill Objectives

1. Students should develop the ability to recall and recognize data from many sources.
2. Students should develop the ability to comprehend pertinent data by developing the skills of:
   (a) translating data
   (b) interpreting data
   (c) extrapolating from data
3. Students should develop the social skill of interpreting the feelings and ideas of others.

C. Knowledge Objectives

1. Students should gain knowledge
   facts concerning Eskimo people, b
   as well as how they live today.
2. Students should gain knowledge of
   ing with social problems by using
3. Students should develop an unders
   (a) culture
   (b) technology
   (c) space

Grade Three Social Studies Sample Unit

WOULD YOU LIKE TO BE AN ESKIMO?

should encourage students to consider the effects on the
ed where a minority culture meets another culture. It
master curriculum by focusing attention on value issues
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Eskimo community and these two in turn with white
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bjectives

nts should clarify their attitudes, feelings, and beliefs
the equality of human beings with respect to the Eskimo
e and the white population of Canada. (Equality)

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mporary Eskimo in dealing with problems associated with
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ectives

nts should develop the ability to recall and recognize
from many sources.

nts should develop the ability to comprehend pertinent
by developing the skills of:

translating data

interpreting data

extrapolating from data

nts should develop the social skill of interpreting the feel-
and ideas of others.

C. **Knowledge Objectives**

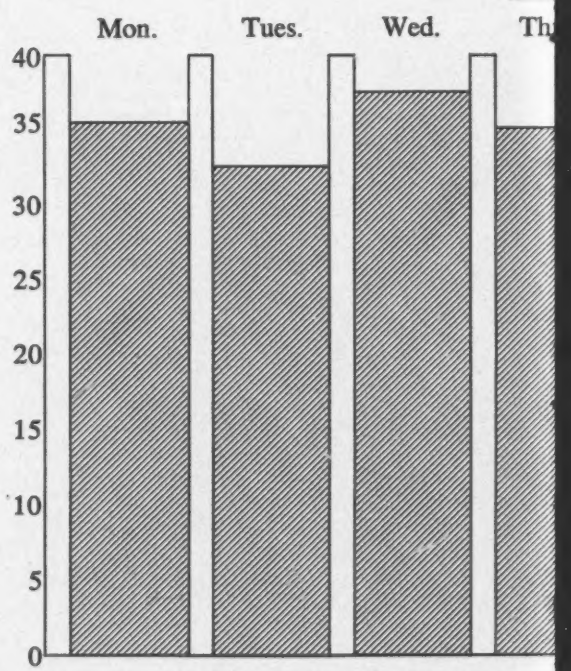
1. Students should gain knowledge of specific terminology and facts concerning Eskimo people, both as they lived in the past as well as how they live today.
2. Students should gain knowledge of the ways and means of dealing with social problems by using a problem-solving method.
3. Students should develop an understanding of the concepts:
   (a) culture
   (b) technology
   (c) space

Learning Opportunities	Objectives	Related Materials and Acti
1. Opener		
(a) Use an opaque projector, large pictures or filmstrips to present an overview of a present-day Eskimo settlement such as Frobisher Bay or Fort Chimo.	A, B, C	**Then and Now in Frobisher Bay** (see good source of pictures which could be util projector. Frames 18-25, 29-30, 35 and **The Modern Eskimo** (see Bibliography) w
(b) As the pictures are shown have students describe what physical objects they see and what is happening in each picture. Students should be required to "read" the pictures.		
(c) Ask the students if they saw anything in the pictures which surprised them.		Typical student questions might be as 1. Why do Eskimos use power tobogg dog teams?
(d) Ask the students if they have any questions about the people or things shown in the pictures. List any questions on the board.		2. Do Eskimos get all of their food fro 3. Do any Eskimos live in igloos now?
(e) Questions listed could be considered problems for further study. Students could then formulate causal hypotheses (to explain something that has already happened) or hypotheses as to what will happen in the future. (See Problem Solving in Chapter IV.)		4. Where do Eskimos get money to bu machines, wooden houses and power 5. Do all Eskimo children go to schools
Alternate Opener		
(a) Using a filmstrip or large classroom pictures give the class an overview of traditional Eskimo life as it was in the past. Have students "read" each picture.		The Encyclopedia Britannica Picture graphy) gives excellent illustrations of Eskimo life.
(b) Follow up with questions such as:		
(i) How would the lives of the Eskimo children, fathers, and mothers change if oil was discovered or a large airport or radar base was built near their settlement, and many white people came to live in the area?	C 1, C 3	This introductory activity is designe focus, rather than to lead to hypothesizing the students would probably not have eno formation to formulate reasonable hypothe
(ii) How would you feel as an Eskimo if this happened?	A 3	
(c) Suggest to the children that in many places in the North this very thing has happened, and as a result of the study of this unit they will find out about how Eskimo life has changed.		Students might prepare covers showing some aspect of traditional and modern day would either be drawn or made up of pi magazines, pamphlets, etc.
Most children will know that the Eskimos live "north" of us, but the meaning of this may not be clear to them. Establish the idea of cardinal direction by laying a large outline map of Canada on the floor or on a large table in the classroom. The	B 2 (a) C 3	Students could follow this up by prin small outline maps and orienting them corr

arning Opportunities	Objectives	Related Materials and Activities
aque projector, large pictures or film-resent an overview of a present-day lement such as Frobisher Bay or Fort	A, B, C	**Then and Now in Frobisher Bay** (see Bibliography) is a good source of pictures which could be utilized with an opaque projector. Frames 18-25, 29-30, 35 and 37 of the filmstrip **The Modern Eskimo** (see Bibliography) would also be useful.
ures are shown have students describe al objects they see and what is happen-picture. Students should be required to ictures. lents if they saw anything in the pictures sed them. dents if they have any questions about r things shown in the pictures. List any the board. sted could be considered problems for y. Students could then formulate causal to explain something that has already r hypotheses as to what will happen in (See Problem Solving in Chapter IV.)		Typical student questions might be as follows: 1. Why do Eskimos use power toboggans now instead of dog teams? 2. Do Eskimos get all of their food from stores like we do? 3. Do any Eskimos live in igloos now? 4. Where do Eskimos get money to buy things like sewing machines, wooden houses and power toboggans? 5. Do all Eskimo children go to schools like ours?
strip or large classroom pictures give the rview of traditional Eskimo life as it was Have students "read" each picture.		The Encyclopedia Britannica Picture Series (see Bibliography) gives excellent illustrations of various aspects of Eskimo life.
ith questions such as: ould the lives of the Eskimo children, and mothers change if oil was discov-a large airport or radar base was built eir settlement, and many white people live in the area?	C 1, C 3	This introductory activity is designed to set a general focus, rather than to lead to hypothesizing at this point — as the students would probably not have enough background information to formulate reasonable hypotheses.
ould you feel as an Eskimo if this ed?	A 3	
he children that in many places in the ery thing has happened, and as a result of this unit they will find out about life has changed.		Students might prepare covers showing a contrast between some aspect of traditional and modern day Eskimo life. These would either be drawn or made up of pictures clipped from magazines, pamphlets, etc.
l know that the Eskimos live "north" of this may not be clear to them. Establish rection by laying a large outline map of r on a large table in the classroom. The	B 2 (a) C 3	Students could follow this up by printing N, S, E, W on small outline maps and orienting them correctly on their desks.

Learning Opportunities	Objectives	Related Materials and Ac
map should have the directions North, South, East, and West appropriately indicated. The child's home town or city should be indicated as well as some of the larger centres in Alberta, such as Edmonton, Calgary, Red Deer, and Lethbridge. In addition some of the major Eskimo settlements such as Frobisher Bay, Ft. Chimo, Inuvik, etc. should be indicated. Let students orient the map so that north on the map matches the actual direction north. If cardinal direction is readily understood, the directions NE, NW, SE, SW should be introduced.		Students could draw an eight point piece of paper and orient it to the actual
Ask questions such as: (a) Where is our town/city — put a finger from your left hand on it. (b) Where is Frobisher Bay (Inuvik, etc.). Put a finger from your right hand on it. (c) What direction would you have to travel to go from our town/city to Frobisher Bay/Inuvik, etc.		The class could pursue this by ind various Alberta centres to different Eski
Actual distance in terms of miles is beyond the comprehension of young children. However, relative distance can be made meaningful. On large outline maps (marked as previously mentioned) let children use string or ribbon to determine how far it is between two places they have travelled between frequently. The finding should be marked on a piece of paper, the place names put on and the dots indicating places joined by a straight line. Do a few examples within Alberta; then from the child's home town/city or nearest town to some of the Eskimo settlements.	B 2 (a) C 3	The recording paper which should look like this: ● ——— ● Red Deer Edmonton ● ——— ● Red Deer Calgary ● ——— Red Deer (Each line should be a single, u
Put a picture showing a number of different kinds of tools traditionally used by the Eskimos on the overhead or opaque projector. Ask the students as a group to: (a) Name each item, and describe its use. (b) Indicate things that belong together or could be grouped together. (c) Give reasons why they would group the items in the way suggested. (d) Give each of the groups of items a name.	B 1 B 2 (a) B 2 (b) B 2 (c) B 3 C 1 C 3 (b)	A few examples of tools that might bow drill woman's knife — ulu oil lamp — kudlik seal spear — oonock or oon fish spear — kakivak bone needle snow knife fish hook (ivory)

Learning Opportunities	Objectives	Related Materials and Activities
he directions North, South, East, and West ated. The child's home town or city should ll as some of the larger centres in Alberta, Calgary, Red Deer, and Lethbridge. In ad- major Eskimo settlements such as Frobisher uvik, etc. should be indicated. Let students that north on the map matches the actual cardinal direction is readily understood, the , SE, SW should be introduced.		Students could draw an eight point direction finder on a piece of paper and orient it to the actual directions.
such as: our town/city — put a finger from your on it. Frobisher Bay (Inuvik, etc.). Put a finger r right hand on it. ection would you have to travel to go from /city to Frobisher Bay/Inuvik, etc.		The class could pursue this by indicating direction from various Alberta centres to different Eskimo settlements.
e in terms of miles is beyond the comprehen- ildren. However, relative distance can be On large outline maps (marked as previously ldren use string or ribbon to determine how wo places they have travelled between fre- ng should be marked on a piece of paper, ut on and the dots indicating places joined Do a few examples within Alberta; then from town/city or nearest town to some of the .	B 2 (a) C 3	The recording paper which should be very long would look like this: • ——— • Red Deer Edmonton • ——— • Red Deer Calgary • ——————————— Red Deer ——————————— • Inuvik (Each line should be a single, unbroken line.)
showing a number of different kinds of tools by the Eskimos on the overhead or opaque students as a group to: ch item, and describe its use. things that belong together or could be together. sons why they would group the items in the gested. h of the groups of items a name.	B 1 B 2 (a) B 2 (b) B 2 (c) B 3 C 1 C 3 (b)	A few examples of tools that might be used are: bow drill woman's knife — ulu oil lamp — kudlik seal spear — oonock or oonok fish spear — kakivak bone needle snow knife fish hook (ivory)

Learning Opportunities	Objectives	Related Materials and Acti
(e) Think of a name which would include all of the groups. The students could then cut out pictures of the tools from a handout and paste them on sheets of paper bearing the group name. Using the same classification, ask the students to go to magazines, newspapers, books, etc. and clip out or draw pictures of tools the Eskimos use today. These could be pasted on sheets of paper under the appropriate titles. Have the class make comparisons between items in the two classifications to note similarities and differences. Ask students to hypothesize as to why these changes have occurred. For example, students might hypothesize that dog sleds gave way to power toboggans because the latter are faster.		This inductive approach followed by a c traditional and modern Eskimo life could veloping the student's knowledge of: (a) vehicles used for transportation (b) types of food eaten (c) type of clothing worn (d) type of shelter used
Construct a bar graph as a class project showing something familiar to the children, such as class attendance for a week. Ask questions to develop an understanding of graph reading such as: (a) How many students were present on Monday? (b) On which day were the most students absent? (c) How many fewer students were present on Friday than Thursday?	B 1 B 2 (a) B 2 (b)	 Attendance According to Day of
Present simplified bar graphs depicting statistics relevant to the study of Eskimo life. If the actual numbers on the graphs are quite large, it might be better to focus on comparisons and trends.	B 1 B 2 (b)	
Have the students write a letter to a classmate describing some event or object that caught their attention on an imaginary trip through the Arctic.	B 1 B 2 (a) C 1	The trip may be made by means of loop, colored pictures, etc. Some examples that might be described are: (a) the construction of an igloo (b) an Eskimo dog team (c) Eskimo words learned (d) seal hunting

Learning Opportunities	Objectives	Related Materials and Activities
a name which would include all of the		
uld then cut out pictures of the tools from them on sheets of paper bearing the group		This inductive approach followed by a comparison between traditional and modern Eskimo life could also be used in developing the student's knowledge of: (a) vehicles used for transportation (b) types of food eaten (c) type of clothing worn (d) type of shelter used
classification, ask the students to go to rs, books, etc. and clip out or draw pictures use today. These could be pasted on sheets appropriate titles.		
make comparisons between items in the o note similarities and differences. Ask ze as to why these changes have occurred. ts might hypothesize that dog sleds gave gans because the latter are faster.		
graph as a class project showing some- children, such as class attendance for a s to develop an understanding of graph	B 1 B 2 (a) B 2 (b)	
students were present on Monday?		
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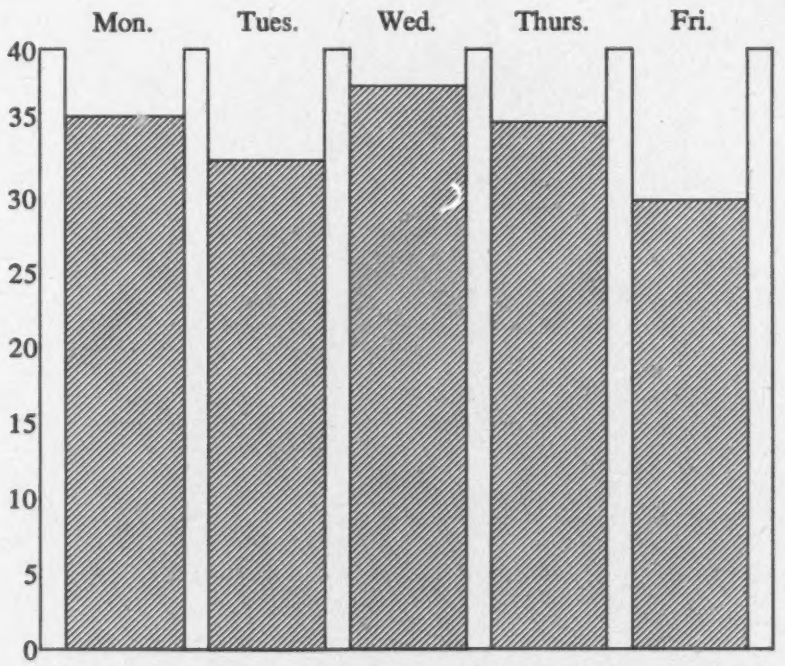
nts write a letter to a classmate describing that caught their attention on an imaginary tic.	B 1 B 2 (a) C 1	



Attendance According to Day of the Week

The trip may be made by means of 16 mm. film, film loop, colored pictures, etc. Some examples of events or objects that might be described are:

(a) the construction of an igloo
(b) an Eskimo dog team
(c) Eskimo words learned
(d) seal hunting

Learning Opportunities	Objectives	Related Materials and
Like other languages which encounter the language of a dominating culture, the Eskimo language, in the opinion of some authorities is in danger of dying as an active language. Using this as a problem, have the students hypothesize as to (a) why languages die (b) ways in which a dying language might be saved.	A 3 B 1 C 2 C 3	In addition to the usual sources o interviews with people who have been encouraging the use of the French lan probably be valuable.
Give the students a list of Eskimo words and ask them to look up the English equivalents. A master list for the whole class might then be made and added to as new words are encountered. In some instances a diagram might be useful in clarifying meaning.	B 1 B 2 C 1 C 3	The glossary of books such as the **and Now in Frobisher Bay** would be a tion. This would also be an opportunity of what a glossary is and a way of pract
Read the accompanying role play setting to the class, then select actors for the various parts.	A 3 B 3	**Role Playing** An Eskimo family has recently a city from a settlement in the North. istered his son in your school at the p principal, Mr. Smith, has taken the E room in which he will be placed. The at the door of the room waiting for come down the hall. The children in t out their books in preparation for an what might happen next. Following the role playing severa be used in a group discussion are: (a) How did the actors feel as th (b) Do you think things would life? (c) Is there anything we can le seen? Some additional suggestions to ad situations such as this are: (a) Add characters while the pla (b) Have actors switch roles in (c) Permit other groups to act o provision that they put a di formance (d) If the equipment is available tape so that the whole group the active participants.

Learning Opportunities	Objectives	Related Materials and Activities
guages which encounter the language of a the Eskimo language, in the opinion of in danger of dying as an active language. blem, have the students hypothesize as to ages die hich a dying language might be saved.	A 3 B 1 C 2 C 3	In addition to the usual sources of information, personal interviews with people who have been active in preserving and encouraging the use of the French language in Canada would probably be valuable.
nts a list of Eskimo words and ask them ish equivalents. A master list for the whole made and added to as new words are en- instances a diagram might be useful in	B 1 B 2 C 1 C 3	The glossary of books such as the recent publication **Then and Now in Frobisher Bay** would be a good source of information. This would also be an opportunity to develop a knowledge of what a glossary is and a way of practicing an important skill.
mpanying role play setting to the class, r the various parts.	A 3 B 3	**Role Playing** An Eskimo family has recently arrived in your town or city from a settlement in the North. The father has just registered his son in your school at the principal's office, and the principal, Mr. Smith, has taken the Eskimo boy, Nuki to the room in which he will be placed. The teacher, Miss Jones, is at the door of the room waiting for Mr. Smith and Nuki to come down the hall. The children in the classroom are taking out their books in preparation for an arithmetic class. Act out what might happen next. Following the role playing several questions which might be used in a group discussion are: (a) How did the actors feel as they played their roles? (b) Do you think things would happen this way in real life? (c) Is there anything we can learn from what we have seen? Some additional suggestions to add variety to role playing situations such as this are: (a) Add characters while the play is in progress (b) Have actors switch roles in the middle of the play (c) Permit other groups to act out the situation with the provision that they put a different slant on the performance (d) If the equipment is available, put the play on videotape so that the whole group can observe it including the active participants.

Learning Opportunities	Objectives	Related Materials and Act
Initiate a discussion of authority in family relationships with a picture of an adult (parent, teacher, etc.) obviously directing a child to do something. Ask the children to explain what is happening in the picture. Follow up with questions such as: (a) Do other people tell you to do things? (b) Are you more likely to do them if you are directed by some person or people rather than others? (c) Do you think other boys and girls feel the same way? (d) Do you think Eskimo children feel this way?	A 2 A 3 B 1 B 2 (a) B 3 C 3 (a)	Ask each child to list on a piece of who direct his activities from those most least influential. A typical list might be: Father Mother Older brother Teacher Principal Friend Cub Leader Ask the children to make similar children. This could be done with two how an Eskimo child raised in a tradit make such a list; a second to show how a child living in a place such as Frobisher B a list. Allow students to look in books, information.
Rank Order Game Using the background the students have of people in communities they have previously studied, ask them to rank order the communities of which they would like to be a member (as a child of their own age). This should be confined to three or four possibilities, and should be done as a written exercise. After choices have been made, establish through discussion and blackboard recording what the class considers to be the pros and cons of each choice.	A 1 A 2 A 3 B 1 B 2 (b) B 3	An example of the communities whic (a) a Mennonite or Hutterite colon (b) a modern-day Eskimo settlemer Bay (c) a village in Viet Nam As a follow-up, have the students ran again after the discussion.
Read the anecdote and then have two or three students retell the incident to insure that the students understand what happened.	A 2 A 3 B 2 (a) B 3	**Anecdote** Bill Jones had recently moved with h to a new Eskimo settlement centered arou ings which had been built by the Feder father was an administrator who worked Although the Eskimos rarely spoke to Bill, always appeared to be very friendly. Bill's some of them to his home for a cup of tea the Eskimos appeared to enjoy listening were often playing when they visited the One afternoon, Mr. and Mrs. Jones some supplies from the Hudson's Bay Co was at home alone Suddenly, the front came a group of Eskimos. The group inclu

rning Opportunities	Objectives	Related Materials and Activities
on of authority in family relationships adult (parent, teacher, etc.) obviously something. Ask the children to explain the picture. Follow up with questions	A 2 A 3 B 1	Ask each child to list on a piece of paper those peopie who direct his activities from those most influential to those least influential. A typical list might be: Father Mother Older brother Teacher Principal Friend Cub Leader
ple tell you to do things?	B 2 (a)	
e likely to do them if you are directed son or people rather than others?	B 3 C 3 (a)	
other boys and girls feel the same way?		
Eskimo children feel this way?		Ask the children to make similar listings for Eskimo children. This could be done with two lists: one indicating how an Eskimo child raised in a traditional manner might make such a list; a second to show how a modern-day Eskimo child living in a place such as Frobisher Bay might make such a list. Allow students to look in books, magazines, etc., for information.
und the students have of people in com-viously studied, ask them to rank order ich they would like to be a member (as e). This should be confined to three or should be done as a written exercise. en made, establish through discussion ing what the class considers to be the choice.	A 1 A 2 A 3 B 1 B 2 (b) B 3	An example of the communities which might be included: (a) a Mennonite or Hutterite colony (b) a modern-day Eskimo settlement such as Frobisher Bay (c) a village in Viet Nam As a follow-up, have the students rank-order their choices again after the discussion.
e and then have two or three students nsure that the students understand what	A 2 A 3 B 2 (a) B 3	**Anecdote** Bill Jones had recently moved with his mother and father to a new Eskimo settlement centered around a group of buildings which had been built by the Federal Government. His father was an administrator who worked for the government. Although the Eskimos rarely spoke to Bill and his family, they always appeared to be very friendly. Bill's father often brought some of them to his home for a cup of tea. Without exception, the Eskimos appeared to enjoy listening to the records that were often playing when they visited the Jones' home. One afternoon, Mr. and Mrs. Jones had gone out to get some supplies from the Hudson's Bay Company store and Bill was at home alone. Suddenly, the front door opened, and in came a group of Eskimos. The group included a man, a woman,

Learning Opportunities	Objectives	Related Materials and Ac
		and three children. Bill recognized the people who had previously visited the J smiled warmly at Bill, removed their h down. The man carefully put a record All of the Eskimos smiled broadly with began to play. Bill did not know what to do.
	B 2 (b) B 2 (c)	1. The students should try to explain Eskimos by considering questions su (a) Why did they enter the house on the door? (b) Why did they sit down and being invited to do so?
		2. The students should suggest what co Bill should follow. They should which would result from various al
		3. This incident occurred in a new s where the Eskimos had previously h white people. Do you think this i likely to happen in a settlement s Chimo where the Eskimos have ha with the white people and their wa
		Value Sheet
	A 1 A 2 A 3	People have different ideas about Eskimo children should get. Some of the (a) Eskimo children should not h Instead the father should teach and fish, build shelters, and d mothers should teach the girls from hides, prepare food, and type of education would be the in the past have been given. (b) Eskimo children should go to such as Frobisher Bay and be as children in schools in the would include such things as re ing, arithmetic, science, and so

Learning Opportunities	Objectives	Related Materials and Activities
		and three children. Bill recognized the man as one of the people who had previously visited the Jones' home. They all smiled warmly at Bill, removed their heavy parkas and sat down. The man carefully put a record on the record player. All of the Eskimos smiled broadly with delight as the record began to play. Bill did not know what to do.
	B 2 (b) B 2 (c)	1. The students should try to explain the behaviour of the Eskimos by considering questions such as: (a) Why did they enter the house without first knocking on the door? (b) Why did they sit down and play a record before being invited to do so? 2. The students should suggest what course of action, if any, Bill should follow. They should predict the outcomes which would result from various alternatives. 3. This incident occurred in a new settlement in an area where the Eskimos had previously had little contact with white people. Do you think this incident would be as likely to happen in a settlement such as Inuvik or Ft. Chimo where the Eskimos have had much more contact with the white people and their ways of living?
	A 1 A 2 A 3	**Value Sheet** People have different ideas about the kind of education Eskimo children should get. Some of these ideas are: (a) Eskimo children should not have to go to schools. Instead the father should teach the boys how to hunt and fish, build shelters, and drive a dog team. The mothers should teach the girls how to make clothing from hides, prepare food, and care for babies. This type of education would be the same as the Eskimos in the past have been given. (b) Eskimo children should go to schools in settlements such as Frobisher Bay and be taught the same things as children in schools in the rest of Canada. This would include such things as reading (English), spelling, arithmetic, science, and social studies.

Learning Opportunities	Objectives	Related Materials and Ac
		(c) Eskimo children should be se southern part of Canada in plac and Calgary to learn the same t children in school learn. If the there as well, the children coul or with a white family in a priv
		Write answers to the following questi
		1. Do you agree with a, b, or c? Is t which you think would be better?
		2. How do you think an Eskimo question 1?
		3. How do you think an Eskimo *paren* tion 1?
		Three choices might be:
		(a) an Eskimo child living in my h
		(b) an Eskimo child living fifty yea
		(c) an Eskimo child living in a mod the North, such as Frobisher Ba
		Would you like to be a modern-day own age?
		Yes Maybe

Evaluation

1. **Evaluation of Value Objectives**

   (a) Ask students to rank order their preferences in terms of the people they would like to be. This could be done as part of the introduction to the unit and again upon completion of the unit.

   (b) Have the children mark an X on a values continuum to indicate their attitudes. This activity should also be carried out before and after the unit is studied.

For other evaluative techniques see Chapter IV on Value Clarification Techniques. Many of these can be utilized for evaluative purposes.

2. **Evaluation of Skill and Knowledge Objectives**

This can be a more traditional type of evaluation. Reference should be made to Bloom's Taxonomy in order to formulate questions that go beyond a recall and recognition level.

earning Opportunities	Objectives	Related Materials and Activities
		(c) Eskimo children should be sent to schools in the southern part of Canada in places such as Edmonton and Calgary to learn the same things all of the other children in school learn. If their parents do not go there as well, the children could live in a dormitory or with a white family in a private home. Write answers to the following questions: 1. Do you agree with a, b, or c? Is there some other way which you think would be better? 2. How do you think an Eskimo *child* would answer question 1? 3. How do you think an Eskimo *parent* would answer question 1? Three choices might be: (a) an Eskimo child living in my home town or city. (b) an Eskimo child living fifty years ago. (c) an Eskimo child living in a modern-day settlement in the North, such as Frobisher Bay. Would you like to be a modern-day Eskimo child of your own age? Yes Maybe No.

alue Objectives

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hildren mark an X on a values continuum their attitudes. This activity should also out before and after the unit is studied.

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More of the North West Territories
Cultural Change: Fast or Slow?
Flora of the North West Territories
Northern Co-operatives
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Canada's Western Arctic
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People of the Rock (Colour), N.F.B., 13
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1. Introduction; 2. Caribou Eskimo; 3.
4. Arctic Islands; 5. Eskimo Prints; 6. E

Study Prints

Eskimo Family — Encyclopedia Britannica

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Canadians of the Arctic
Human Problems in the Canadian North
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Eskimo Summer (Colour), N.F.B., 15 min. 30 sec.
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SHOULD TRANSPORTATION ROUTES DISPLACE PEO

ACKNOWLEDGEMENTS

The Department of Education gratefully acknowledges the work of the following teachers who developed this sample unit.

Georges Robert, Supervisor of Social Studies, Edmonton Separate School Board (Chairman)

Mrs. Donna Gunning, Edmonton Public School Board

Ron Jobe, Library Consultant, Edmonton Public School Board

Mervyn Pedde, Edmonton Public School Board

TRANSPORTATION ROUTES DISPLACE PEOPLE?

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INTRODUCTION TO GRADE V SOCIAL STUDIES

This sample unit differs from the other sample units in this Handbook in that it is preceded by a general introduction to Grade Five Social Studies.

The overall purpose of the Grade Five Social Studies Program is to enable young people to consider the question of their responsibilities as Canadian members of the international community. More specifically, students will consider questions concerning the using, sharing, and conserving of human and physical resources.

The **values** component of the question of Canadian identity could include one or more of the value concepts—loyalty, freedom, dignity of man, justice, empathy, equality. Loyalty and empathy might receive particular attention.

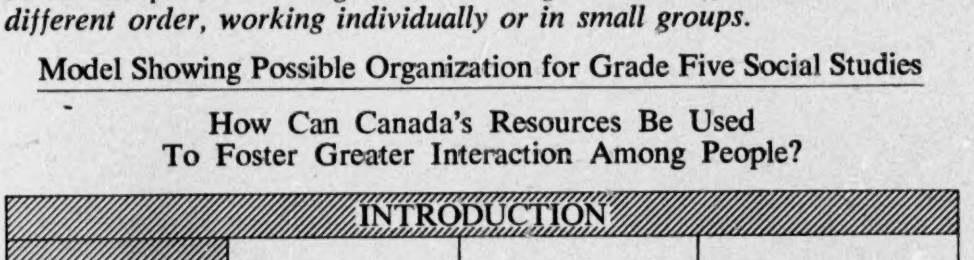
The **skills** component should include particular attention to identifying facts, opinions, inferences and value judgements as they appear in a wide variety of statistical, descriptive and pictorial data.

The **knowledge** component should give rise to an understanding of selected concepts relating to environment, causality and independence. Particular attention might be devoted to developing the concepts of system, goals and stability.

The outline which follows includes both an introduction to Canada and a sample study which illustrates the using, sharing and conserving of resources by the people of Vancouver. Teachers will need to design additional units which consider people and resources in other parts of Canada. After completing the Vancouver unit as a class, students should be able to proceed through the remaining units at different rates and in different order, working individually or in small groups.

Model Showing Possible Organization for Grade Five Social Studies

How Can Canada's Resources Be Used
To Foster Greater Interaction Among People?



= Included in this outline. Whole class activities

= To be developed by teachers and students. Small group or individual activities.

SOME GENERAL OBJECTIVES FOR GRADE F SOCIAL STUDIES

A. Value Objectives

Students should clarify personal and social v ing questions such as:

1. Should we accept and respect differences ethnic groups? — or —
   Should we actively perpetuate our own cultura
2. Does being loyal to Canadians exclude bei others?
3. Should Canadians use, share and/or conse human resources? — or —

   Should increased productivity be a contin society?

B. Skill Objectives

1. Students should develop the ability to discri scriptions, inferences, and value judgements.
2. Students should develop the ability to formul hypotheses which are aimed at forecasting fut
3. Students should develop the ability to use spec lating concepts and generalizations.

C. Knowledge Objectives

1. Students should understand the workings of tem and the effects of extracting and utilizing system.
2. Students should understand that people use that are consistent with the goals they hold. T should be based on a consideration of alterna sequences of each alternative.
3. Students should understand that changes in t source usage threaten the stability of many Ca

RADE V SOCIAL STUDIES

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l, descriptive and pictorial data.

onent should give rise to an understanding of
to environment, causality and independence.
t be devoted to developing the concepts of
.

llows includes both an introduction to Canada
h illustrates the using, sharing and conserving
e of Vancouver. Teachers will need to design
nsider people and resources in other parts of
the Vancouver unit as a class, students should
h the remaining units at different rates and in
ndividually or in small groups.

e Organization for Grade Five Social Studies

Canada's Resources Be Used
reater Interaction Among People?

INTRODUCTION		
II	Unit III	Unit . . .

outline. Whole class activities

d by teachers and students. Small group or
ies.

SOME GENERAL OBJECTIVES FOR GRADE FIVE SOCIAL STUDIES

A. Value Objectives

Students should clarify personal and social values by considering questions such as:

1. Should we accept and respect differences among Canada's ethnic groups? — or —
   Should we actively perpetuate our own cultural heritage?
2. Does being loyal to Canadians exclude being empathetic to others?
3. Should Canadians use, share and/or conserve physical and human resources? — or —

   Should increased productivity be a continuing goal of our society?

B. Skill Objectives

1. Students should develop the ability to discriminate among descriptions, inferences, and value judgements.
2. Students should develop the ability to formulate and test causal hypotheses which are aimed at forecasting future outcomes.
3. Students should develop the ability to use specific data in formulating concepts and generalizations.

C. Knowledge Objectives

1. Students should understand the workings of the ecological system and the effects of extracting and utilizing resources from the system.
2. Students should understand that people use resources in ways that are consistent with the goals they hold. The choice of goals should be based on a consideration of alternatives and the consequences of each alternative.
3. Students should understand that changes in the patterns of resource usage threaten the stability of many Canadian lives.

INTRODUCTION TO CANADA

The introduction to Canada should take no more than two or three class periods. It is not intended that pupils should gain a lot of background before beginning their study of Canada.

This introduction is intended to generate a number of hypotheses which will be tested during the sample studies which follow.

The following approach may be found useful in generating hypotheses relating to the values, skills and knowledge objectives set out above.

1. Introduce a population distribution map or transparency of Canada and a map showing ethnic origins of Canada's people. Be prepared to introduce more data, if necessary to motivate hypotheses.
2. Through discussion, assist students in learning how to interpret population maps.
3. Encourage children to formulate and record hypotheses which seek to explain why Canadians live where they do. Each hypothesis should indicate how people's values influence their choice of habitat. Guide the discussion so that the hypotheses touch upon:
   a. Environment, emphasizing one of *space, time, culture, system,* e.g., a large number of Canadians live in Vancouver because they enjoy a mild coastal climate. (This hypothesis relates the concept of environment to the value pl fort. In this instance the concept *space*
   b. Causality, emphasizing one of *goals, n* e.g., the development on the prairies which support many people. (This hy causal relationship between resources priority is placed upon causality and the
   c. Interdependence, emphasizing one of *co ility, change, e.g.,* many people prefer share their customs, language, etc. (This interdependence.)
4. Prepare individual and class records of th Students must be encouraged to accept, re hypotheses as they proceed through the sam
5. Have each hypothesis tested (i.e., validate by individual students, small groups, or th advisable for the total class to work togethe sis so that students learn the procedures small groups can then proceed on their own
6. An example of how one hypothesis might the following sample study on Vancouver.

Unit 1

SHOULD TRANSPORTATION ROUTES DISPLACE PEOPLE?

OVERVIEW OF SAMPLE UNIT ON VANCOUVER

Having had an opportunity to think about population distribution throughout Canada, students are now ready to focus in depth on one problem common to most urban areas: the problem of moving people and goods to, from and within areas of great population density. This problem will be studied as it relates to Canada's west coast metropolis, Vancouver. The values considered during this study will be freedom and the dignity of man. Students will require resources in the testing of hypotheses. Con space, goals, and stability will be objectives of

Use will be made of role-playing and si commended that copies of a Vancouver daily students while studying this unit.

INTRODUCTION TO CANADA

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intended that pupils should gain a lot of back-
ng their study of Canada.

is intended to generate a number of hypotheses
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anadians live where they do. Each hypothesis
w people's values influence their choice of habitat.
on so that the hypotheses touch upon:

mphasizing one of *space, time, culture, system,*
umber of Canadians live in Vancouver because
ild coastal climate. (This hypothesis relates the concept of environment to the value placed upon physical comfort. In this instance the concept *space* receives emphasis.)

b. Causality, emphasizing one of *goals, norms, technology, power,* e.g., the development on the prairies of the natural resources which support many people. (This hypothesis demonstrates a causal relationship between resources and population. High priority is placed upon causality and the concept of technology.)

c. Interdependence, emphasizing one of *cooperation, conflict, stability, change, e.g.,* many people prefer to live near others who share their customs, language, etc. (This hypothesis demonstrates interdependence.)

4. Prepare individual and class records of the hypotheses formulated. Students must be encouraged to accept, reject and/or modify their hypotheses as they proceed through the sample studies which follow.
5. Have each hypothesis tested (i.e., validated, modified, or rejected) by individual students, small groups, or the total class. It may be advisable for the total class to work together in testing one hypothesis so that students learn the procedures to follow. Individuals or small groups can then proceed on their own to test other hypotheses.
6. An example of how one hypothesis might be tested is illustrated in the following sample study on Vancouver.

Unit 1

SHOULD TRANSPORTATION ROUTES DISPLACE PEOPLE?

MPLE UNIT ON VANCOUVER

pportunity to think about population distribution
tudents are now ready to focus in depth on one
most urban areas: the problem of moving people
nd within areas of great population density. This
d as it relates to Canada's west coast metropolis,
es considered during this study will be freedom and the dignity of man. Students will require skill in using a variety of resources in the testing of hypotheses. Conceptual understanding of space, goals, and stability will be objectives of this unit.

Use will be made of role-playing and simulation games. It is recommended that copies of a Vancouver daily newspaper be available to students while studying this unit.

OBJECTIVES

A. Value Objectives

Students should clarify personal and social values by considering questions such as:

1. Should the city of Vancouver have the right to move families from their homes when land is needed for transportation routes?
2. Should the individual families whose property is needed for a transportation route consider their responsibilities as citizens of Vancouver to be more important or less important than their personal interests.
3. Are roads so important that they should displace natural vegetation?
4. What are the best forms of transportation in urban areas? (Consider costs vs benefits.)
5. How much time should fathers and other workers spend each day going to and from their jobs?
6. Should view-property and recreational property be owned publicly or individually?
7. Does transportation improve the quality of people's interaction with each other?
8. How does transportation limit or increase people's freedom?
9. What form of transportation allows most freedom to the individual? To the group?

B. Skill Objectives

1. Students should develop the ability to interpret aerial photographs, topographical maps, temperature and precipitation charts of the Vancouver area.
2. Students should develop a sense of time by relating transportation problems to the periods in which they occurred. (Daily, weekly, seasonally, historically)
3. Students should develop the ability to form hypotheses concerning:
   a. Reasons for Vancouver having develope
   b. Reasons for recent increases in the volu through Vancouver
   c. Explanations of the fact that better tra exist between Vancouver and the Amer between Vancouver and the rest of Can
   d. Reasons for transportation problems w couver proper and in the greater Vancou
4. Students should develop the ability to formu tive hypotheses concerning:
   a. How the installation of an underground system in Vancouver would affect:
      —The suburban resident who works in d
      —The incidence of air, water and noise
      —The use of land in the Vancouver are
   b. The effects on transportation requiremen techniques such as video-phones and enable people to work from their homes.
   c. What people's feelings would be if a ma portation routes were to take place in th e.g. How would Edmontonians feel abou being given over to a new freeway?
      e.g. How would Calgarians feel about being converted to a shopping mall for e.g. How would people in towns or vil highway by-passing their community? would they feel about the highway being centre of town?)
5. Students should develop objectivity in testin

larify personal and social values by consider-

Vancouver have the right to move families
hen land is needed for transportation routes?

ual families whose property is needed for a
e consider their responsibilities as citizens of
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?

velop the ability to interpret aerial photo-
ical maps, temperature and precipitation
uver area.

velop a sense of time by relating transporta-
he periods in which they occurred. (Daily,
historically)

3. Students should develop the ability to formulate and test causal hypotheses concerning:
   a. Reasons for Vancouver having developed on its present site
   b. Reasons for recent increases in the volume of shipping done through Vancouver
   c. Explanations of the fact that better transportation facilities exist between Vancouver and the American west coast than between Vancouver and the rest of Canada
   d. Reasons for transportation problems which exist in Vancouver proper and in the greater Vancouver area

4. Students should develop the ability to formulate and test predictive hypotheses concerning:
   a. How the installation of an underground rapid transportation system in Vancouver would affect:
      —The suburban resident who works in downtown Vancouver
      —The incidence of air, water and noise pollution
      —The use of land in the Vancouver area
   b. The effects on transportation requirements if communication techniques such as video-phones and computers should enable people to work from their homes.
   c. What people's feelings would be if a major change in transportation routes were to take place in their town or city.
      e.g. How would Edmontonians feel about Mill Creek Ravine being given over to a new freeway?
      e.g. How would Calgarians feel about the downtown area being converted to a shopping mall for foot traffic only?
      e.g. How would people in towns or villages feel about the highway by-passing their community? (Alternatively, how would they feel about the highway being routed through the centre of town?)

5. Students should develop objectivity in testing hypotheses.

6. Students should develop the ability to distinguish among facts, inferences, and value judgements as found in the news media (e.g. in *Vancouver Sun* and local newspaper).
7. Students should develop the ability to understand the feelings of others, while temporarily "shelving" their own feelings.
8. Students should develop the social skills which are necessary in gathering data by written requests and by conducting successful surveys and interviews.

C. Knowledge Objectives

1. Students should understand terms such as harbour, fiord, expropriation, port, metropolis, freeway, rapid transit, park, resort, etc.
2. Students should gain an understanding of the following generalizations:
   a. Transportation routes are determined by both natural and man-made environments
   b. Alberta has contributed to the expansion of port facilities in Vancouver (concept of interdependence) i.e. Roberts' Bank
   c. Transportation is vital to the formation, development and continued existence of cities
   d. Transportation problems change with the changing size of a city
   e. An ever expanding transportation syste
   mands on the city's resources
   f. Beyond a certain point of population c
   transportation system becomes prohibi
   g. Congestion and blight of the city cent
   to suburbs
   h. Growth of suburbs necessitates transp
   city
   i. There are many reasons for movemen
      —employment
      —business
      —education
      —recreation
      —tourism
   j. People's behavior and the interaction
   tered with the increasing size of the
   characterized by:
      —greater amenities for shopping, com
      —wider variety of social contacts
      —distances which limit utilization
      theatres
      —noise and traffic congestion which

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nas contributed to the expansion of port facilities in er (concept of interdependence) i.e. Roberts' Bank

tation is vital to the formation, development and d existence of cities

tation problems change with the changing size of a

e. An ever expanding transportation system puts increasing demands on the city's resources

f. Beyond a certain point of population congestion, an efficient transportation system becomes prohibitively costly

g. Congestion and blight of the city centre produce movement to suburbs

h. Growth of suburbs necessitates transportation links with the city

i. There are many reasons for movement in a city:
   —employment
   —business
   —education
   —recreation
   —tourism

j. People's behavior and the interaction among people are altered with the increasing size of the city. Larger cities are characterized by:
   —greater amenities for shopping, community recreation
   —wider variety of social contacts
   —distances which limit utilization of amenities such as theatres
   —noise and traffic congestion which affect people's moods

Objectives	Learning Opportunities	Related Materials and Activiti
A 3, 5 B 1, 3a, 3d, 6 C 1, 2h	**Opener** 1. Read the following quote which appeared in the *Vancouver Sun* When you walk into a city you can see what is important to the people of that city. All a city does is represent what its inhabitants believe in. Arthur Erickson Vancouver Architect	
	2. Show pictures of Vancouver. Ask students to "read" the pictures to determine what people of that city think is important.	A worthwhile source of pictures is: Gunn, Angus, *Vancouver Profile,* Associat Ltd., 1590 West 4th Avenue, Vancouver, E Gunn, Angus, *British Columbia Landfor* Associated Visual Services Ltd., 1590 Wes couver, B.C. Sample questions for pictures. 1. What activities are evident in each of these activities. 2. Can you group these activities into categories 3. What conclusions and generalizations can y city and the people who live in it? 4. What can you tell us about the city of Vanco able pictures and maps. (Refer to objectives for guidance in anti and generalizations which students might rea
A 1, 2 B 7, 8 C 1, 2c, 2d, 2h	**Development** 1. Have students play "Superhighway #125" as an introduction to gaming and as a simulated experience in decision-making (This exercise may take more than a week.) Discuss and analyze: a. how people related to the problem b. the different alternatives offered c. why people made the particular choices they did d. the consequences of each choice e. the values underlying each choice	1. Complete instructions for "Superhighway # in the: INSTRUCTOR MAGAZINE February, 1971 Teachers unfamiliar with the use of educa classroom could read: *Games For Growth* by A. K. Gordon Science Research Associates Don Mills, Ontario

Learning Opportunities	Related Materials and Activities
Opener 1. Read the following quote which appeared in the *Vancouver Sun* When you walk into a city you can see what is important to the people of that city. All a city does is represent what its inhabitants believe in. Arthur Erickson Vancouver Architect 2. Show pictures of Vancouver. Ask students to "read" the pictures to determine what people of that city think is important.	A worthwhile source of pictures is: Gunn, Angus, *Vancouver Profile,* Associated Visual Services Ltd., 1590 West 4th Avenue, Vancouver, B.C. Gunn, Angus, *British Columbia Landforms and Settlement,* Associated Visual Services Ltd., 1590 West 4th Avenue, Vancouver, B.C. Sample questions for pictures. 1. What activities are evident in each of these pictures? List these activities. 2. Can you group these activities into categories? Label each group. 3. What conclusions and generalizations can you reach about this city and the people who live in it? 4. What can you tell us about the city of Vancouver from the available pictures and maps. (Refer to objectives for guidance in anticipating conclusions and generalizations which students might reach.)
Development 1. Have students play "Superhighway #125" as an introduction to gaming and as a simulated experience in decision-making (This exercise may take more than a week.) Discuss and analyze: a. how people related to the problem b. the different alternatives offered c. why people made the particular choices they did d. the consequences of each choice e. the values underlying each choice	1. Complete instructions for "Superhighway #125" can be found in the: INSTRUCTOR MAGAZINE February, 1971 Teachers unfamiliar with the use of educational games in the classroom could read: *Games For Growth* by A. K. Gordon Science Research Associates Don Mills, Ontario

Objectives	Learning Opportunities	Related Materials and Activiti
A 3, 7 B 1, 3d C 1, 2d, 2h	2. Require that students plot routes from their adopted home in Surrey to a skiing weekend at Grouse Mountain Ski Resort.	2. Make available to students: a. Recent topographical sheets OR tourist b. Aerial photos of Vancouver area—p. 2, c. Duplicated copies of the map of Vancou 3. Using the sample map in this unit, require routes to Grouse Mountain from Surrey: a. A route showing one of the actual roads u of today to get to Grouse Mountain. b. A route creatively planned by the studen est and most logical roadway regardless o tion routes shown on a recent Vancouver Discuss and list the many problems stud choosing the best and shortest route to reac What do these problems mean to people liv Draw from youngsters possible solutions rega tion problems of Vancouver. What slogan would you consider most appro Why? a. Vancouver: City of Bridges. b. Vancouver: Where all Roads Meet. c. Vancouver: City Ruled by Mountain, d. Vancouver: Where People Mean More e. etc., etc.
A 6 B 4a C 2j	3. Read "Vancouver Should be for the People" an essay written by a Vancouver student in grade six (Karen Rondestvedt.) List the suggestions offered by Karen. Categorize them as being: a. Desirable but not feasible b. Feasible but not desirable c. Both feasible and desirable d. Neither feasible nor desirable	"Vancouver Should be for the People" (by Karen Rondesvedt) Although I live just outside Vancouver I the city. I'm very proud of its beautiful scene are many things we can do to keep Vancouver able to see the mountains and the ocean. I thi that block our view should be built on the mou We shouldn't have all the dumping of ga the waters in and surrounding our city. I th should be cleaned up so the people could be swimming in crystal clear water. We should eliminate the downtown crow pedestrians from the vehicles. The shopping ar in so we could see and hear the rain without should be used in more homes.

Learning Opportunities	Related Materials and Activities
2. Require that students plot routes from their adopted home in Surrey to a skiing weekend at Grouse Mountain Ski Resort.	2. Make available to students: a. Recent topographical sheets OR tourist maps of Vancouver. b. Aerial photos of Vancouver area—p. 2, 9 and 22 of Gunn c. Duplicated copies of the map of Vancouver on page V-13. 3. Using the sample map in this unit, require students to plan two routes to Grouse Mountain from Surrey: a. A route showing one of the actual roads used by Surrey people of today to get to Grouse Mountain. b. A route creatively planned by the students to show the shortest and most logical roadway regardless of existing transportation routes shown on a recent Vancouver map. Discuss and list the many problems students encountered in choosing the best and shortest route to reach Grouse Mountain. What do these problems mean to people living in Vancouver? Draw from youngsters possible solutions regarding the transportation problems of Vancouver. What slogan would you consider most appropriate for Vancouver? Why? a. Vancouver: City of Bridges. b. Vancouver: Where all Roads Meet. c. Vancouver: City Ruled by Mountain, Sea and River. d. Vancouver: Where People Mean More Than Cars e. etc., etc.
3. Read "Vancouver Should be for the People" an essay written by a Vancouver student in grade six (Karen Rondestvedt.) List the suggestions offered by Karen. Categorize them as being: a. Desirable but not feasible b. Feasible but not desirable c. Both feasible and desirable d. Neither feasible nor desirable	"Vancouver Should be for the People" (by Karen Rondesvedt) Although I live just outside Vancouver I feel that I am part of the city. I'm very proud of its beautiful scenery. I think that there are many things we can do to keep Vancouver livable. We should be able to see the mountains and the ocean. I think the high buildings that block our view should be built on the mountainside. We shouldn't have all the dumping of garbage and sewage in the waters in and surrounding our city. I think the Fraser River should be cleaned up so the people could be boating, fishing and swimming in crystal clear water. We should eliminate the downtown crowds by separating the pedestrians from the vehicles. The shopping areas should be glassed in so we could see and hear the rain without getting wet. Skylights should be used in more homes.

Objectives	Learning Opportunities	Related Materials and Activities
		Vancouver should be for the people. We should h and parks for our enjoyment. There should be mor places to sit down in the shopping areas as well as in th should be more swimming and skating facilities becau very crowded and is going to get worse. Also it woul recreation areas were developed and kept close to the easy to get to, for example, ski areas. The farms should be on flat, fertile land and ho put on the mountainsides and hillsides. We shouldn't allow so many trees to be cut dow are being built. People should be able to walk along the waterfr ships and freighters loading and unloading. Some should be able to live on the water in houseboats. The people of Vancouver should be able to enjoy their senses. First of all, by sight, we should get rid o smoke caused by automobiles, lumber mills and o Secondly, with their hearing, so there should be co pollution, for example, caused by the automobile. Th sense of smell; we should be able to smell the fresh, cl sweet smell of flowers, not the smell of exhaust. I h some of these things before it is too late. *Weekend Magazine,* April, 1971. (With permissi
4. Complete a Values Grid on the problem of rush hour traffic.		4. See Chapter IV for directions re the Values Grid. Prepare a simulated headline from the *Vancouv* Hour Traffic Causes Bridge Tie-ups". Identify a tions to this problem; consider the consequences o tive; choose a solution.
5. Introduce "Vancouver Plans a New Bridge" simulation game.		5. "Vancouver Plans a New Bridge" This game, to be played over a two-week period, way a city and its people decide whether to build if so, where it should be located. The following is pattern to be used in developing the game: Step I—Purpose To understand that a variety of opinions are he To understand that many reasons have to be co decisions about the bridge are reached. To i in the search for resolution of transportation p Step II—Scope This simulation-game is based on the actual couver citizens as these exist today or are rep in the West Coast journals.

Learning Opportunities	Related Materials and Activities
	Vancouver should be for the people. We should have more trees and parks for our enjoyment. There should be more benches and places to sit down in the shopping areas as well as in the parks. There should be more swimming and skating facilities because it's already very crowded and is going to get worse. Also it would help if more recreation areas were developed and kept close to the city areas and easy to get to, for example, ski areas. The farms should be on flat, fertile land and houses should be put on the mountainsides and hillsides. We shouldn't allow so many trees to be cut down when houses are being built. People should be able to walk along the waterfront and watch ships and freighters loading and unloading. Some of the people should be able to live on the water in houseboats. The people of Vancouver should be able to enjoy their city with their senses. First of all, by sight, we should get rid of the haze and smoke caused by automobiles, lumber mills and other industries. Secondly, with their hearing, so there should be control of noise pollution, for example, caused by the automobile. Thirdly, with our sense of smell; we should be able to smell the fresh, clean air and the sweet smell of flowers, not the smell of exhaust. I hope we can do some of these things before it is too late. *Weekend Magazine,* April, 1971. (With permission)
Complete a Values Grid on the problem of rush hour traffic.	4. See Chapter IV for directions re the Values Grid. Prepare a simulated headline from the *Vancouver Sun,* "Rush Hour Traffic Causes Bridge Tie-ups". Identify alternative solutions to this problem; consider the consequences of each alternative; choose a solution.
Introduce "Vancouver Plans a New Bridge" simulation game.	5. "Vancouver Plans a New Bridge" This game, to be played over a two-week period, focuses on the way a city and its people decide whether to build a bridge and, if so, where it should be located. The following is a step-by-step pattern to be used in developing the game: Step I—Purpose To understand that a variety of opinions are held on the issue. To understand that many reasons have to be considered before decisions about the bridge are reached. To involve students in the search for resolution of transportation problems. Step II—Scope This simulation-game is based on the actual needs of Vancouver citizens as these exist today or are reported regularly in the West Coast journals.

Objectives	Learning Opportunities	Related Materials and Activ

Step III—Key Participants

The number of players will vary. At f
be invited to indicate their personal int
choosing a bridge site, just like any
would. This may take the form of a l
port to the mayor or the Editor. St
identifying people who would be affecte
people might be grouped and labelled
ourably or adversely. (See Chapter IV
ment techniques.)

Later, several students may select role
ticularly interested in representing. The

A mayor
A newspaper editor
A city traffic planner
A naturalist
A radical ecologist
A bridge builder
A trucker
An Audubon Society Secretary
A manufacturer
A city councillor
A shipping operator
A gas station operator
A local homeowner
A local store owner
A factory worker
Chamber of Commerce Presiden
A labourer
Save Our Parks Committee Cha
etc.

Students prepare a written description
ing: Age, sex, marital status, employm
in area, reasons for concern about t
taken on the bridge issue, etc.

Step IV—Interaction Activities

a) Develop a classroom newspaper
Vancouver Debate Bridge Issue." Stud
adopted roles, are requested to subm
views to the newspaper. An editorial
included.

b) Organize a citizens' meeting where
ted in making known his views for or
the bridge can do so. The meeting is
rules of parliamentary order.

Learning Opportunities	Related Materials and Activities

Step III—Key Participants

The number of players will vary. At first, all students might be invited to indicate their personal interest in the problem of choosing a bridge site, just like any Vancouver taxpayer would. This may take the form of a letter of protest or support to the mayor or the Editor. Students might begin by identifying people who would be affected by the bridge. These people might be grouped and labelled as being affected favourably or adversely. (See Chapter IV re: concept development techniques.)

Later, several students may select roles which they feel particularly interested in representing. These might include:

A mayor
A newspaper editor
A city traffic planner
A naturalist
A radical ecologist
A bridge builder
A trucker
An Audubon Society Secretary
A manufacturer
A city councillor
A shipping operator
A gas station operator
A local homeowner
A local store owner
A factory worker
Chamber of Commerce President
A labourer
Save Our Parks Committee Chairman
etc.

Students prepare a written description of their role by indicating: Age, sex, marital status, employment, length of residence in area, reasons for concern about the bridge, stand to be taken on the bridge issue, etc.

Step IV—Interaction Activities

a) Develop a classroom newspaper headlined "Citizens of Vancouver Debate Bridge Issue." Students, according to their adopted roles, are requested to submit a statement of their views to the newspaper. An editorial by the editor should be included.

b) Organize a citizens' meeting where anyone who is interested in making known his views for or against the building of the bridge can do so. The meeting is operated according to rules of parliamentary order.

Objectives	Learning Opportunities	Related Materials and Activiti
		c) An election for mayor in which 5 or contesting the position. Each candidate r form surrounding the bridge-building i mayoralty campaign and election may be d) Ask students representing two differe prepare signs and advertisements to prom the bridge being built. e) Organize an open-line radio program students act in different roles to indicate port for the bridge-building project. f) Establish two committees, one which and one which opposes the bridge. Have e lic opinion questionnaire to be administer class. Compare the questionnaires, analyzi of biased, leading, loaded or value-laden exercise in identifying propaganda techn ganda" that students themselves created at this point in the unit.) g) Prepare an information booklet which are better than bridges. Step V—Action Allow a classroom referendum to be held sions have been heard. The majority de recorded. The majority now has its mand class activity, identify the alternatives tha minority group. Consider the desirability ther action by the minority. (Note: This opportunity for students to discover w responsible dissent.)
6. Provide an opportunity for students to apply what they have learned by debating aspects of urban transportation. (See Chapter IV for suggestions on the use of debates in the classroom.) At this time the unit may expand beyond the particular case study on Vancouver. Possible debate suggestions: Resolved that . . . a. The automobile should be banned from the downtown areas of Canadian cities. b. Transit systems should be many and free to all citizens.		

Learning Opportunities	Related Materials and Activities
	c) An election for mayor in which 5 or more candidates are contesting the position. Each candidate must develop a platform surrounding the bridge-building issue. An authentic mayoralty campaign and election may be held. d) Ask students representing two different protest groups to prepare signs and advertisements to promote their ideas about the bridge being built. e) Organize an open-line radio program by means of which students act in different roles to indicate their dislike or support for the bridge-building project. f) Establish two committees, one which favours the bridge and one which opposes the bridge. Have each construct a public opinion questionnaire to be administered to the rest of the class. Compare the questionnaires, analyzing them for evidence of biased, leading, loaded or value-laden questions. (Note: An exercise in identifying propaganda techniques using "propaganda" that students themselves created might be undertaken at this point in the unit.) g) Prepare an information booklet which argues that tunnels are better than bridges. Step V—Action Allow a classroom referendum to be held after all the discussions have been heard. The majority decision may then be recorded. The majority now has its mandate for action. As a class activity, identify the alternatives that are left open to the minority group. Consider the desirability and feasibility of further action by the minority. (Note: This activity provides an opportunity for students to discover ways of manifesting responsible dissent.)
6. Provide an opportunity for students to apply what they have learned by debating aspects of urban transportation. (See Chapter IV for suggestions on the use of debates in the classroom.) At this time the unit may expand beyond the particular case study on Vancouver. Possible debate suggestions: Resolved that . . . a. The automobile should be banned from the downtown areas of Canadian cities. b. Transit systems should be many and free to all citizens.	

Objectives	Learning Opportunities	Related Materials and Activitie
	c. Subways are the solution to all big city transportation problems. d. It is possible to be motorized and at the same time civilized.	
	7. Undertake a comparative case study on the recent decision by the Ontario Government to stop construction on the Spadina Freeway.	King, Paul, "What Can You Do With an Expres *Weekend Magazine,* September 4, 1971.
	8. Individual Research or Group Project What should cities do? a. Limit growth by encouraging other cities to develop. b. Grow outwards into the surrounding farmlands. c. Grow upwards through construction of skyscrapers. Encourage students to discover through readings and discussions the advantages and disadvantages of the above options. Which type of growth will be characteristic of the future?	
	9. Extension Possibility A 14 minute film produced by McGraw-Hill (Canada) entitled "Overpass" may be used to stimulate further discussion. This film narrates the problems encountered in a Yugoslavian community in deciding about the construction of a walkway over a railway line.	

Learning Opportunities	Related Materials and Activities
c. Subways are the solution to all big city transportation problems. d. It is possible to be motorized and at the same time civilized.	
7. Undertake a comparative case study on the recent decision by the Ontario Government to stop construction on the Spadina Freeway.	King, Paul, "What Can You Do With an Expressway to Nowhere?", *Weekend Magazine,* September 4, 1971.
8. Individual Research or Group Project What should cities do? a. Limit growth by encouraging other cities to develop. b. Grow outwards into the surrounding farmlands. c. Grow upwards through construction of skyscrapers. Encourage students to discover through readings and discussions the advantages and disadvantages of the above options. Which type of growth will be characteristic of the future?	
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Czolowski, T., and A. Broadfoot. **Through Lions Gate: A Pictorial Tour of Greater Vancouver.**
Vancouver: Vancouver Real Estate Board, 1966. ($4.15)

Periodicals

Beautiful British Columbia Magazine.
Parliament Buildings, Victoria, B.C. ($2.00 per year)

The Vancouver Sun. Vancouver, B.C.

Official Guide to Stanley Park.
Board of Parks and Public Recreation, City of Vancouver, B.C.
(50 cents)

Films

Vancouver. Moreland-Latchford, 43 Dundas Street W
(12 minutes, color)

Helicopter Canada. National Film Board of Canada
(66 minutes, color)

The Railrodder. National Film Board of Canada, 19
(26 minutes, color)

Maps

Topographical Sheets of Vancouver.
Scale 1:50,000

Suggested quantity—five copies each of:

Map 92G7 West
Map 92G2 West
Map 92G3 East
Map 92G6 East

Available from:

Map Distribution Office
Department of Energy, Mines and Reso
Ottawa
(50 cents each)

British Columbia Road Map
Department of Travel Industry, Victoria, B.C

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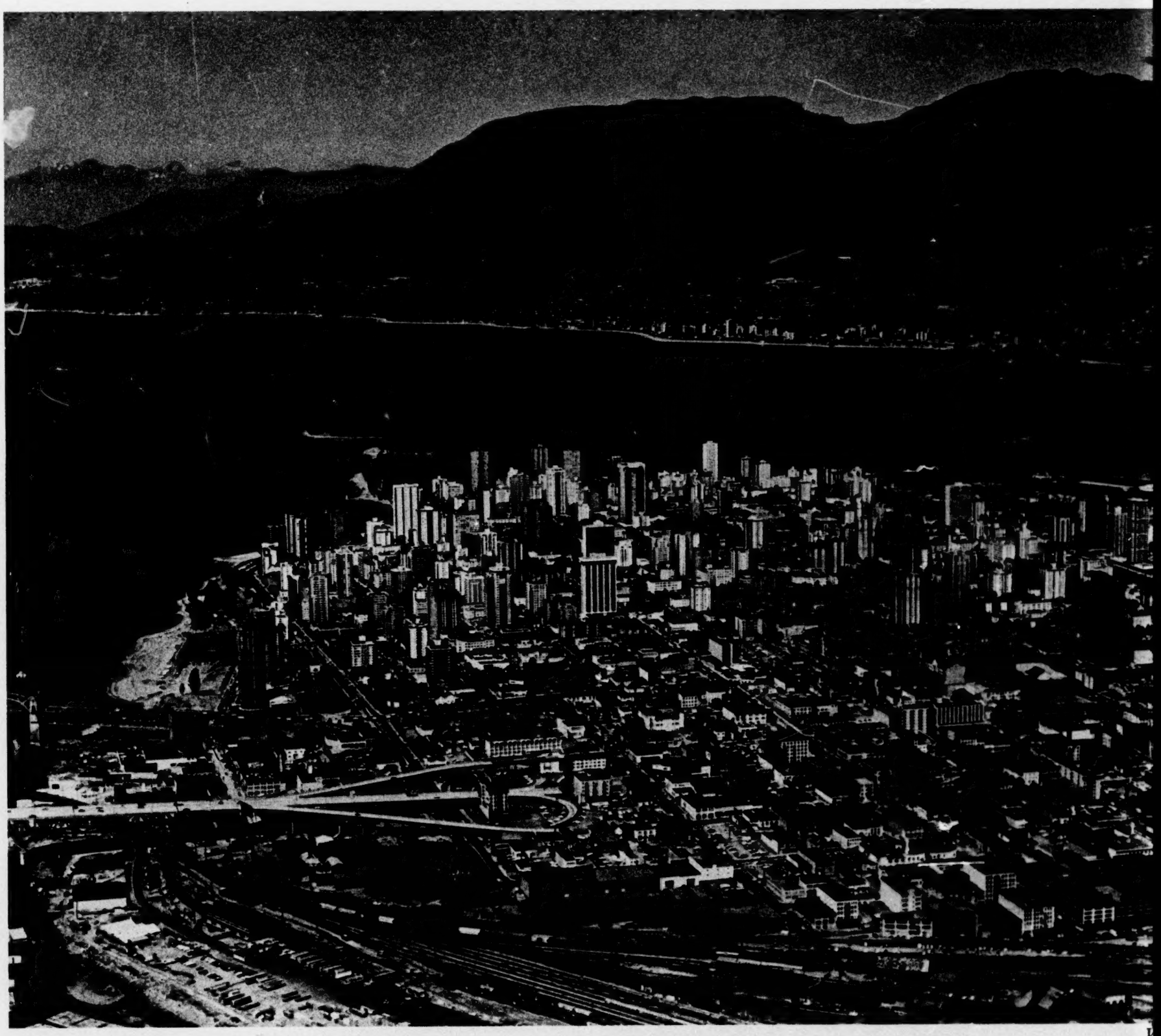
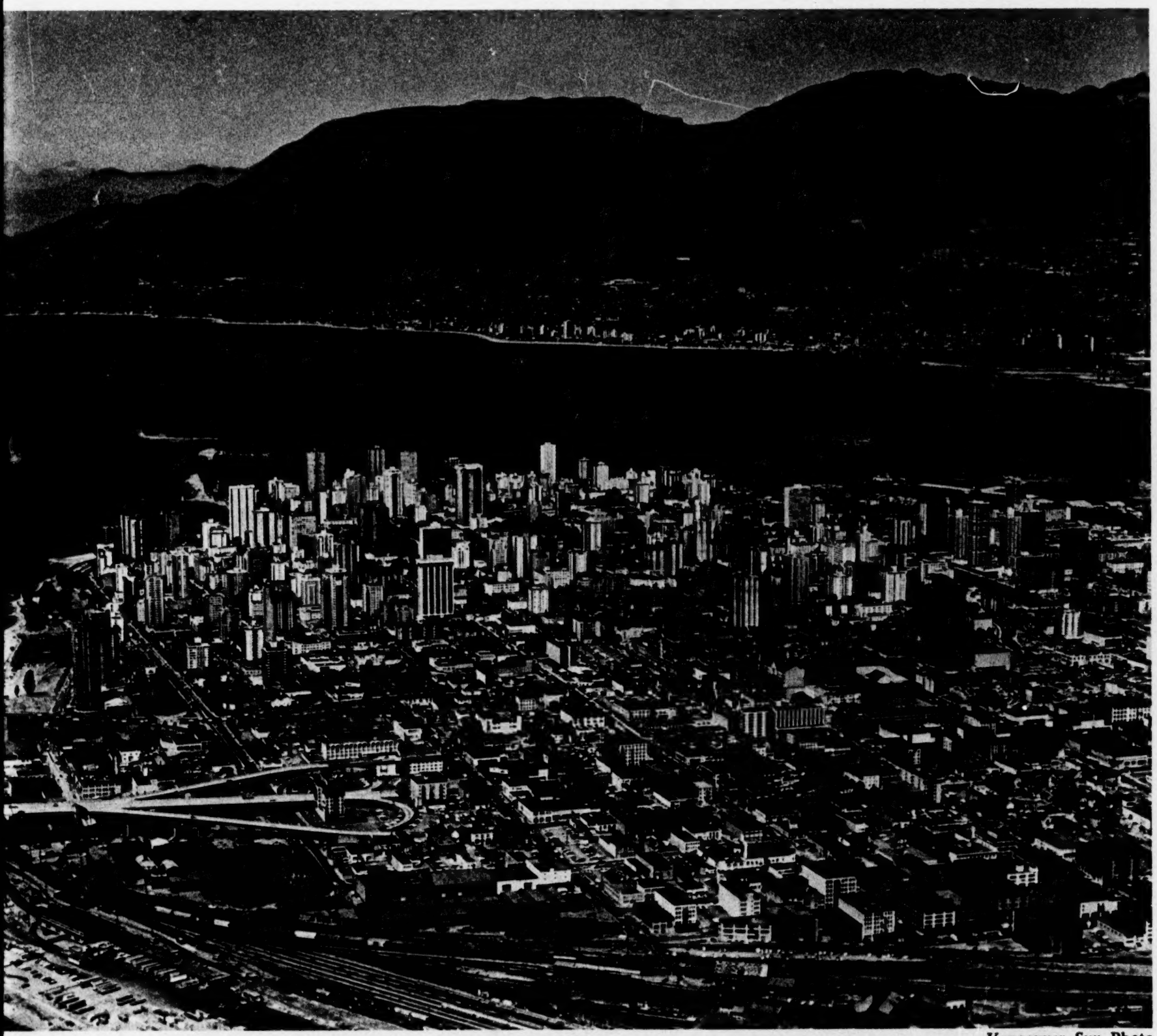
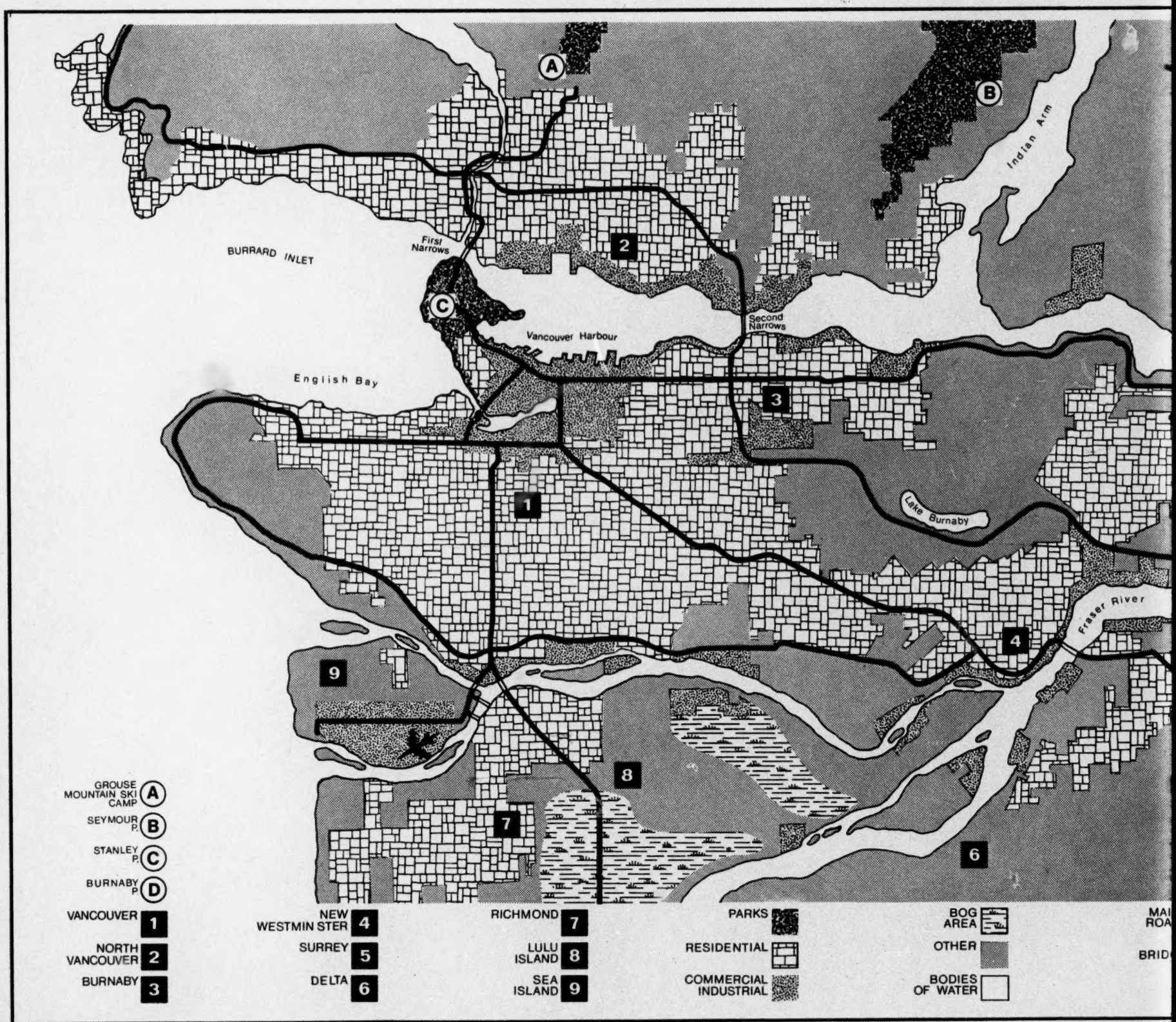




Vancouver Sun Photo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First Narrows
Second Narrows
Vancouver Harbour
English Bay
Indian Arm
Lake Burnaby
Fraser River
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GROUSE MOUNTAIN SKI CAMP A
SEYMOUR P. B
STANLEY P. C
BURNABY P D
VANCOUVER 1
NORTH VANCOUVER 2
BURNABY 3
NEW WESTMIN STER 4
SURREY 5
DELTA 6
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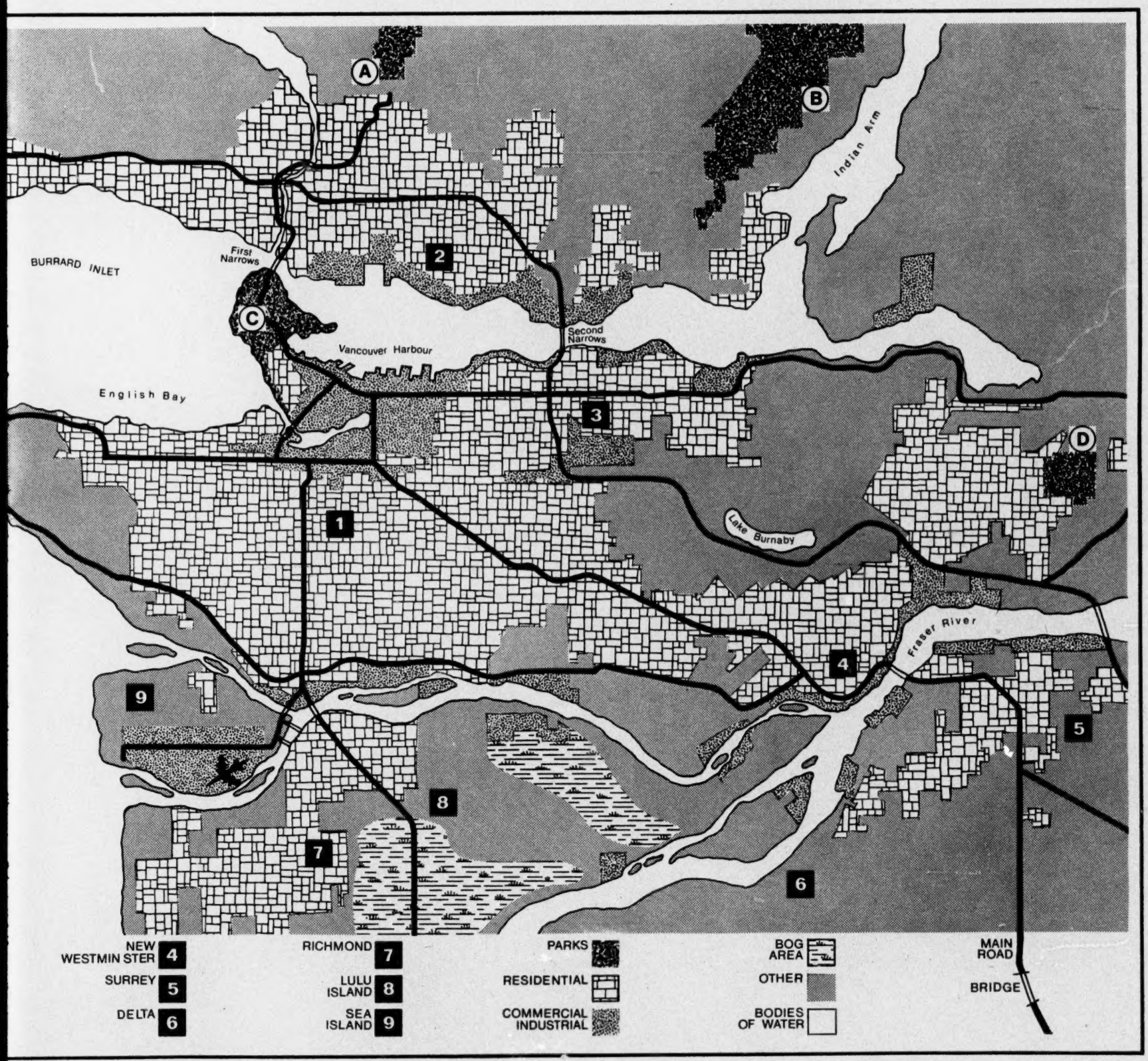
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LULU ISLAND 8
SEA ISLAND 9
PARKS
RESIDENTIAL
COMMERCIAL INDUSTRIAL
BOG AREA
OTHER
BODIES OF WATER
MAIN ROAD
BRIDGE

291

HOW SHOULD PEOPLE TREAT PEOPLE IN THE SUPERMARKET?

ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on the Supermarket.

Mrs. Thelma Pendergast, Red Deer County Elementary Consultant (Chairman)

Mrs. Diane Averill, Grandview School, Bowden

Mrs. Gwen Clark, River Glen School, Red Deer

Mrs. Marie Mann, John Wilson Elementary School, Innisfail

Mrs. Helen Marshall, Grandview School, Bowden

Mrs. Christine Murphy, Spruce View School, Spruce View

Mrs. Agnes Riley, River Glen School, Red Deer

Miss Lexie Stevens, John Wilson Elementary School, Innisfail

Mrs. Edna Whittemore, River Glen School, Red Deer

Grade Two Social Studies Sample Unit

HOW SHOULD PEOPLE TREAT PEOPLE IN THE SUPERMARKET?

OVERVIEW

As an outcome of this unit, children should develop a sense of responsibility for the effective operation of their neighbourhood. Pupils should be aware of honesty and dishonesty in the interaction of community members — specifically the interaction which occurs at the supermarket or local grocery store. Thus, the value objectives of this unit relate to **responsibility, empathy** and **honesty.**

Since most second-year students are familiar with many visible aspects of the supermarket or store, **this unit is designed to explore the less obvious problems.** The unit should be more a sociological study than an economic one. The major concept to be learned through this unit is **goals.** Skills to be emphasized include classifying (analysis) and hypothesizing (synthesizing).

This unit will concentrate on four aspects of a supermarket and afford opportunities for pupils to oragnize information, pose problems, suggest possible solutions for them and, in some cases, test their solutions. The four aspects are:

1. Employer-employee relations.
2. Customer relations.
3. Advertising.
4. Packaging

Teachers should not feel that they are committed to study an urban supermarket if this is not pertinent to the needs of their pupils. The objectives of the unit can be realized by a study of a corner store, a village store, a country store or even the mail-order catalog.

Again it must be emphasized that it is not the aim of this unit to merely increase the child's knowledge or skills but, above everything else, to provide opportunities for building his value system.

OBJECTIVES

A. Value Objectives

Students will make value judgements concerning the advantages and disadvantages of:

1. Respecting the rights, feelings and ideas of others (Empathy).
2. Recognizing the worth of other people's contributions to the neighbourhood (Empathy).
3. Accepting responsibility in job activities (Responsibility).
4. Treating others justly, fairly and honestly (Honesty).

B. Skill Objectives

1. Students will **locate** and **classify** information on the supermarket in picture and chart form.
2. Students will **hypothesize** and **solve problems** related to the interaction of people in satisfying their basic need for food.
3. Students, by **conducting a survey,** will give evidence of the ability to **tabulate and interpret information** by means of a bar graph.
4. Students will develop speaking and listening skills, such as **speaking clearly** and **telling the facts in order.**

C. Knowledge Objectives

1. Understanding of such terms as advertising, wants and needs, services, division of labour, employer, employee, customer, cashier will be indicated in student oral or written examples and explanations (System).
2. Students will be able to recognize and explain when presented with picture examples of interdependence, how people of a neighbourhood are dependent upon each other (Interdependence).
3. Students will be able to identify from listed examples those which require people to cooperate to get a lot accomplished (Cooperation).
4. Pupils should gain an understanding of the following generalizations, all of which relate to the major concept of goals:
   a. The members of society have different wants and needs. (e.g. The supermarket owner needs people to shop there. The customer needs food to satisfy his basic need of hunger.) Certain institutions (such as the supermarket) have available a variety of goods to meet the demands made by the members of society.
   b. A variety of personnel provide the services that the members of society require.
   c. All individuals have a responsibility to do
   thus provide a worthwhile contribution t
   d. How an individual performs his job or r
   involved.
   e. All well-done jobs make a worthwhile a
   bution to society.
   f. All individuals make choices to meet the

value judgements concerning the advantages

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ds to meet the demands made by the members

ersonnel provide the services that the mem-
require.

c. All individuals have a responsibility to do their jobs well and thus provide a worthwhile contribution to society.
d. How an individual performs his job or role affects all others involved.
e. All well-done jobs make a worthwhile and necessary contribution to society.
f. All individuals make choices to meet their needs.

LEARNING EXPERIENCES

Generalizations or Values to be Stressed	Questions	Activities (See Bibliography for Sour
A. Opener		
The supermarket is a major part of the neighbourhood.	1. What is happening? 2. Where is it happening? 3. What is a grand opening? 4. Why is it happening?	Bulletin board display with captions, pictures, Opening".
		Each child writes one reason for the grand op discussed and tabulated on the board. Later makes a chart.
Neighbourliness	5. Where do you shop? 6. Whom do you meet there?	Children start title page on grand opening for market. (Pupils own creative work—not di **Communities at Work**—"Food for the City"
Differing needs and wants	7. Why do your parents shop at the supermarket?	Make a combined checklist from pupil re check their reasons. Tabulate the responses could be stacked. One object for each respons Convert these to a stencil bar graph for thei
B. Development		
1. **Employer-employee relations**	1. What things are bought at the supermarket?	Bring grocery lists from home or make their
Institutions provide a variety of goods and services to meet the societies' needs and wants.	2. Where do you find these goods? 3. What departments are there at the supermarket?	Classify the groceries (Meat, Produce, Groce
		Game:
		Shopping at the Supermarket Purpose: To strengthen auditory disc sounds. Players: Four

LEARNING EXPERIENCES

ions or e Stressed	Questions	Activities (See Bibliography for Sources)
is a major part od.	1. What is happening? 2. Where is it happening? 3. What is a grand opening? 4. Why is it happening?	Bulletin board display with captions, pictures, balloons, flags, "Grand Opening". Each child writes one reason for the grand opening. These are read, discussed and tabulated on the board. Later, one member of class makes a chart.
	5. Where do you shop? 6. Whom do you meet there?	Children start title page on grand opening for a booklet on the supermarket. (Pupils own creative work—not ditto worksheets.) Read **Communities at Work**—"Food for the City".
d wants	7. Why do your parents shop at the supermarket?	Make a combined checklist from pupil responses. Have parents check their reasons. Tabulate the responses by using objects which could be stacked. One object for each response. Convert these to a stencil bar graph for their booklets.
mployee	1. What things are bought at the supermarket?	Bring grocery lists from home or make their own.
de a variety of es to meet the d wants.	2. Where do you find these goods? 3. What departments are there at the supermarket?	Classify the groceries (Meat, Produce, Grocery, Miscellaneous). **Game:** Shopping at the Supermarket Purpose: To strengthen auditory discrimination of beginning sounds. Players: Four

Generalizations or Values to be Stressed	Questions	Activities
		Materials: Twenty word-cards each of which indicates so bought at the supermarket; a shopping bag; a the leader, representing the beginning sounds Directions: The leader gives five cards, randomly selected, says, for example, "Who has bought someth banana?" The players listen intently and t answer the question give their cards to the lea in the shopping bag if they have been corre amples in this case are beans and biscuits.) If he will be the one who first disposes of all h be noted that this is a game in which skill and to determine the winner, thus the slower chi win.) Adaptations: a. Blends could be used as well as medial so b. The game could be made more difficult by c. This game could be adapted to the vocabul science and social studies.
A variety of personnel provide the services that society requires. Interdependence-responsibility Cooperation Equality How an individual performs his role affects others (empathy).	4. What workers are needed because of the variety of departments? 5. What are the duties of each employee? 6. What happens if each worker does not fulfil his job?	Read "Let's Go to the Supermarket" from **Your** if necessary and include along with pictures in the Pupils list employees for booklets as a result of t Small groups prepare oral or written reports. Ma reports for booklets. These can be put in riddle fo

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Stressed

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Questions

4. What workers are needed because of the variety of departments?
5. What are the duties of each employee?
6. What happens if each worker does not fulfil his job?

Activities

Materials:

Twenty word-cards each of which indicates something that can be bought at the supermarket; a shopping bag; a master word-list for the leader, representing the beginning sounds on the word-cards.

Directions:

The leader gives five cards, randomly selected, to each player and says, for example, "Who has bought something that begins like banana?" The players listen intently and those whose words answer the question give their cards to the leader who puts them in the shopping bag if they have been correctly selected. (Examples in this case are beans and biscuits.) If a winner is desired, he will be the one who first disposes of all his cards. (It should be noted that this is a game in which skill and luck may combine to determine the winner, thus the slower child has a chance to win.)

Adaptations:

a. Blends could be used as well as medial sounds.

b. The game could be made more difficult by using more cards.

c. This game could be adapted to the vocabularies of arithmetic, science and social studies.

Read "Let's Go to the Supermarket" from **Your World.** Reclassify if necessary and include along with pictures in the booklet.
Pupils list employees for booklets as a result of their research.

Small groups prepare oral or written reports. May make stencils of reports for booklets. These can be put in riddle form.

Generalizations or Values to be Stressed	Questions	Activities
Honesty Responsibility Loyalty Courtesy Personal appearance Empathy	7. If you were the manager, what would you look for when hiring employees?	**Role Play:** Contrasting a job well done to one poorly 1. How would the other workers fee What would happen if? a. Peter was late returning for wo go home for supper. b. Mary forgot to order the plast the meat. c. Harry does not come to work manager know in time to get so d. Groceries well-packed as opp packed. e. Bob does not want to go to rather accompany his friends Someone suggests he 'phone h is sick. 2. How would the customers feel? What would happen if? a. Housewife finds the eggs broke b. Housewife sees the meat pack hands and dirty apron. Picture discussion of one or more worker Making Decisions When Hiring Employe 1. Which of these would be good e could be acted out. a. Jim Brown was hired by Mr. F grocery. Jim's job was to pack to the cars. Jim put heavy tin bags and then put the bread he the kind of worker Mr. Fo b. Bob did not like to carry the ba cars. He often packed the bag doughnuts were squashed by boxes of soap. Was he the ki would want? c. Harry always seemed happy liked to talk with Harry. He a shopping and hoped they would soon" he'd say.

ions or
e Stressed

Questions

7. If you were the manager, what would you look for when hiring employees?

Activities

Role Play:

Contrasting a job well done to one poorly done.

1. How would the other workers feel?
   What would happen if?
   a. Peter was late returning for work. Bill was waiting to go home for supper.
   b. Mary forgot to order the plastic bags needed to wrap the meat.
   c. Harry does not come to work and does not let the manager know in time to get someone to take his place.
   d. Groceries well-packed as opposed to those poorly-packed.
   e. Bob does not want to go to work today. He would rather accompany his friends to the lake for a swim. Someone suggests he 'phone his manager and say he is sick.
2. How would the customers feel?
   What would happen if?
   a. Housewife finds the eggs broken or bread squashed.
   b. Housewife sees the meat packer or baker with dirty hands and dirty apron.

Picture discussion of one or more workers.

Making Decisions When Hiring Employees

1. Which of these would be good employees? Why? Some could be acted out.
   a. Jim Brown was hired by Mr. Fox, manager of the local grocery. Jim's job was to pack groceries and take them to the cars. Jim put heavy tins at the bottom of the bags and then put the bread on top of the tins. Was he the kind of worker Mr. Fox wanted?
   b. Bob did not like to carry the bags out to the customers' cars. He often packed the bags so that eggs, bread or doughnuts were squashed by heavy cans of juice or boxes of soap. Was he the kind of worker Mr. Fox would want?
   c. Harry always seemed happy and cheerful. Everyone liked to talk with Harry. He always thanked them for shopping and hoped they would return. "See you again soon" he'd say.

Generalizations or Values to be Stressed	Questions	Activities
2. **Customer behaviour** A variety of personnel provide the services that the members of society require.	1. Why are employees needed in the supermarket? 2. What do you call the people who shop at the supermarket? 3. What do you call the people who work at the supermarket? 4. What is a customer? 5. Where do they come from? 6. What responsibilities do customers have?	Define customer for booklet. Illustrate with a pic Discuss example stories of customer behaviour. Students make decisions and give reasons for the

d. Dick Farley was also a bagger at the was always neatly dressed, had his had changed his apron daily.
e. Betty was glad when coffee time a friend for coffee and was so interest she took fifteen minutes longer tha
f. Sue was asked to mark the cans of s She was not paying attention and 23¢ a tin.

2. Which of these would be good employ
   a. Today the grocery store was having a sauce and turkey. Sam was to keep Mrs. Long wanted a turkey and cr there was no cranberry sauce on the
   b. Tom was asked to move a display of storeroom to a counter in front of th time he had made a very attractive
   c. Miss Hill when ringing up Mrs. Lon up three tins of canned ham instead not the only time she had done this.
   d. Mr. Cork, the popman, is putting po Fox had ordered ten cases but no now and Mr. Cork would like som So he takes some.
   e. Jack did not like many of the peopl He thought he knew all about groce argue with the others, point out wha mistakes and generally make trouble

Questions

1. Why are employees needed in the supermarket?
2. What do you call the people who shop at the supermarket?
3. What do you call the people who work at the supermarket?
4. What is a customer?
5. Where do they come from?
6. What responsibilities do customers have?

Activities

d. Dick Farley was also a bagger at the local grocery. He was always neatly dressed, had his hair combed and had changed his apron daily.
e. Betty was glad when coffee time arrived. She met a friend for coffee and was so interested in talking that she took fifteen minutes longer than she should.
f. Sue was asked to mark the cans of soup as 2 for 19¢. She was not paying attention and marked the soup 23¢ a tin.

2. Which of these would be good employees? Why?
   a. Today the grocery store was having a sale on cranberry sauce and turkey. Sam was to keep the shelves full. Mrs. Long wanted a turkey and cranberry sauce but there was no cranberry sauce on the shelf.
   b. Tom was asked to move a display of pop from the back storeroom to a counter in front of the store. In a short time he had made a very attractive display.
   c. Miss Hill when ringing up Mrs. Long's groceries, rang up three tins of canned ham instead of two. This was not the only time she had done this.
   d. Mr. Cork, the popman, is putting pop on the shelf. Mr. Fox had ordered ten cases but no one is around just now and Mr. Cork would like some pop for himself. So he takes some.
   e. Jack did not like many of the people he worked with. He thought he knew all about groceries and he would argue with the others, point out what he thought were mistakes and generally make trouble.

Define customer for booklet. Illustrate with a picture or drawing.

Discuss example stories of customer behaviour.
Students make decisions and give reasons for them.

Generalizations or Values to be Stressed	Questions	Activities
Honesty Empathy Courtesy		Customer Behaviour 1. What would you do? Why? How would the employees and cu a. At the end of an aisle is a displ Mrs. Clay takes a can from th since she can reach it without r fall over. b. Mrs. Snatcher walks up and c grocery store picking up her she doesn't want the bottle of s She is some distance from the sc tired. She leaves the soap on t c. Mrs. Stopper is taking her check-out. She decides she There is a line of people behi get it anyway. d. Mr. Black has some spoiled me e. Sue and Jill happen to meet ea aisles of the grocery store. The they haven't seen each other Other shoppers find it difficult f. Mrs. Hall has two bags in her band could not pick her up a could either carry her groceries the cart. g. There are some chocolate bars Jim could help himself to some puts the candy in his pocket an h. Fred saw a bag of chips on th the bag and ate some. What do i. Mrs. White knocked a bag of bag broke. j. Kathy went shopping with her bag of popcorn with her qua Kathy her popcorn and a dime Class summary for booklets— "A good customer is _____ "A good customer will _____ "I am a good customer because _____

ions or Stressed	Questions	Activities

Customer Behaviour

1. What would you do? Why?
   How would the employees and customers feel?
   a. At the end of an aisle is a display of cans of peaches. Mrs. Clay takes a can from the center of the display since she can reach it without much trouble. The cans fall over.
   b. Mrs. Snatcher walks up and down the aisles of the grocery store picking up her groceries. She decides she doesn't want the bottle of soap she has picked up. She is some distance from the soap counter and is quite tired. She leaves the soap on the bread counter.
   c. Mrs. Stopper is taking her groceries through the check-out. She decides she forgot the ice cream. There is a line of people behind her but she goes to get it anyway.
   d. Mr. Black has some spoiled meat to return.
   e. Sue and Jill happen to meet each other in one of the aisles of the grocery store. They decide to visit since they haven't seen each other for such a long time. Other shoppers find it difficult to go by them.
   f. Mrs. Hall has two bags in her grocery cart. Her husband could not pick her up and take her home. She could either carry her groceries home or take them in the cart.
   g. There are some chocolate bars and gum on the shelf. Jim could help himself to some candy and he does. He puts the candy in his pocket and leaves the store.
   h. Fred saw a bag of chips on the shelf. He broke open the bag and ate some. What do you think of that?
   i. Mrs. White knocked a bag of flour on the floor. The bag broke.
   j. Kathy went shopping with her mother. She bought a bag of popcorn with her quarter. The cashier gave Kathy her popcorn and a dime and her quarter back.

Class summary for booklets—
"A good customer is _____"
"A good customer will _____"
"I am a good customer because _____"

Generalizations or Values to be Stressed	Questions	Activities
3. Advertising	Refer to bulletin board display or teacher-gathered ads. 1. What do you call these signs? 2. Why are ads used? (to get people to buy)	Group work. Students gather ads. Discuss why peopl For booklets, pupils take two ads—one item they wo they would not buy—and tell why.
	3. Why are famous people used in ads?	
	4. Since people's money is limited, how do they decide what to buy?	Set up situations where the child has a limited amoun what would you buy if you had twenty-five cents and c chocolate bars, gum, apples, candy, pop? Tell why they did. Read "Wishes, Wishes, Wishes", page 59, **Familie Camera Patterns.**
	5. Can you think of a situation in which you might have chosen differently?	Read decision stories from **Basic Social Studies Seri gether in the Neighborhood.**

Decision Stories To Finish

1. Marie had twenty-five cents to spend in th store. She saw a doll for fifteen cents and five cents. She liked the fifteen cent doll five cent doll was bigger and had a pi bought the twenty-five cent doll. On her w saw her friends running to meet the ic She . . . . .

2. Tom had a dime. He was going to the sto On the way he met Harry and Peter, who Inside the store, Tom looked at the can kind of candy bar he liked. He could bu There were jelly beans too. He could ge for a dime. Tom . . . . .

Questions	Activities
Refer to bulletin board display or teacher-gathered ads.	
1. What do you call these signs?	
2. Why are ads used? (to get people to buy)	Group work. Students gather ads. Discuss why people buy the goods. For booklets, pupils take two ads—one item they would buy and one they would not buy—and tell why.
3. Why are famous people used in ads?	
4. Since people's money is limited, how do they decide what to buy?	Set up situations where the child has a limited amount of money, e.g., what would you buy if you had twenty-five cents and could buy chocolate bars, gum, apples, candy, pop? Tell why they choose as they did. Read "Wishes, Wishes, Wishes", page 59, **Families at Work,** and **Camera Patterns.**
5. Can you think of a situation in which you might have chosen differently?	Read decision stories from **Basic Social Studies Series - Living Together in the Neighborhood.**

Decision Stories To Finish

1. Marie had twenty-five cents to spend in the neighbourhood store. She saw a doll for fifteen cents and one for twenty-five cents. She liked the fifteen cent doll but the twenty-five cent doll was bigger and had a pink dress. Marie bought the twenty-five cent doll. On her way home, Marie saw her friends running to meet the ice cream wagon. She . . . . .

2. Tom had a dime. He was going to the store to buy candy. On the way he met Harry and Peter, who went with him. Inside the store, Tom looked at the candy. He saw the kind of candy bar he liked. He could buy it for a dime. There were jelly beans too. He could get a lot of those for a dime. Tom . . . . .

Generalizations or Values to be Stressed	Questions	Activities
4. Packaging	1. How are goods packaged?	Students bring sample packages (ahead of tim Discuss the actual package. Booklets. Find pictures of a variety of packag
Respect for others' needs Honesty Justice Choosing	2. Why are goods packaged?—convenience, weight, cleanliness, what ingredients, advertising, customer protection (Canadian Food Rules), safety (plastic, glass), some people use the package.	because . . . . .
	3. Can packaging be misleading?	Use examples to show—sometimes unable to sometimes misrepresentation on package, e.g as good as the one on the package?

C. Conclusion

The culmination would first be approached as a class project in the areas of decision making, planning and supply. It would then be divided into group projects, each group or person being responsible for his or her job. This type of culmination would give the teacher an excellent chance to perform a subjective evaluation of the entire unit by observing the children and watching for the manifestation of internalized values.

The Supermarket—The class plan to set up a miniature supermarket in their room. Decisions would have to be made with regard to—which day, what time, how long, what items to bring, number of departments (e.g., popcorn, candy, cookies, toys, etc.), what classroom pupils in the school will be the customers.

After these decisions have been reached a letter and check-list could be sent to the parents to confirm the kind and amount of "merchandise" available. When this list is returned, the children would classify the items and list on a chart, thus arriving at a definite number of departments their store would consist of. The next step would be to divide the class into groups and assign each to a particular facet of running the store. You would require: advertising people, packaging people, cashier, people to set up counters, cleanup personnel, people to keep counters stocked, clerks, one or two people to act as manager throughout the operation. Make ads to advertise products that they are bringing to sell. Post ads in halls in advance.

Once divided, the children would have a
possibly list what their particular jobs entail. Th
for carrying them out in the best possible w
rotate among the groups, offering guidance if
held and afterwards the children gather in their
the class how things went, what was a particu
why. The money from the sale would be listed
ating expenses are listed, totalled and subtract
Any remaining money is profit. Throughout th
conclusion the teacher would guide the various
they had covered throughout the unit, particul
own jobs. As a final project the children could
booklets their ideas of their venture into the su
what particular things they learned from it.

ns or
Stressed

eeds

Questions	Activities
1. How are goods packaged?	Students bring sample packages (ahead of time). Discuss the actual package. Booklets. Find pictures of a variety of packages. Items are packaged because . . . . .
2. Why are goods packaged?—convenience, weight, cleanliness, what ingredients, advertising, customer protection (Canadian Food Rules), safety (plastic, glass), some people use the package.	
3. Can packaging be misleading?	Use examples to show—sometimes unable to see the whole product, sometimes misrepresentation on package, e.g., will your cake look as good as the one on the package?

would first be approached as a class project in the ing, planning and supply. It would then be divided each group or person being responsible for his or culmination would give the teacher an excellent ubjective evaluation of the entire unit by observing ching for the manifestation of internalized values.

—The class plan to set up a miniature supermarket ons would have to be made with regard to—which long, what items to bring, number of departments , cookies, toys, etc.), what classroom pupils in the stomers.

ons have been reached a letter and check-list could to confirm the kind and amount of "merchandise" list is returned, the children would classify the hart, thus arriving at a definite number of depart- uld consist of. The next step would be to divide and assign each to a particular facet of running the require: advertising people, packaging people, t up counters, cleanup personnel, people to keep rks, one or two people to act as manager through- ake ads to advertise products that they are bringing alls in advance.

Once divided, the children would have a group discussion and possibly list what their particular jobs entail. They are then responsible for carrying them out in the best possible way. The teacher could rotate among the groups, offering guidance if requested. The sale is held and afterwards the children gather in their groups to discuss with the class how things went, what was a particularly good feature and why. The money from the sale would be listed and totalled. The operating expenses are listed, totalled and subtracted from the proceeds. Any remaining money is profit. Throughout the various stages of the conclusion the teacher would guide the various groups to review what they had covered throughout the unit, particularly in relation to their own jobs. As a final project the children could perhaps write in their booklets their ideas of their venture into the supermarket business and what particular things they learned from it.

D. Evaluation

Teachers' Checklist:

	Often	Sometimes	Very Rar
1. Pupil shares ideas and materials willingly.			
2. Pupil shows consideration for others by waiting his turn.			
3. Pupil displays responsibility by collecting materials and bringing them to school.			
4. Pupil shows understanding or respect for others' feelings in role playing.			
5. Pupil shows ability to reach decisions on the basis of materials presented.			

Pupil Self-Evaluation

1. Group Work
   a. How well did we share our materials today?
   b. Did I do my job as well as I could?
   c. Did I give any worthwhile ideas?
   d. Did I put away all the materials I used?
   e. How could we improve next time?
   f. Did I keep the group from working by interrupting, too much talking about other things or pushing and bothering the others in my group?
   g. Was I polite?

2. Listening
   a. Did I get ready to listen?
   b. Did I look at the speaker?
   c. Did I keep very quiet?
   d. Did I have a question in mind as I listened?
   e. Did I get an answer to my question?
   f. Did I act as if the speaker had something important to tell me?
   g. Did I listen so well that I can retell what I heard?

3. Oral Reporting
   a. Did I have something worthwhile to say?
   b. Were my ideas in order?
   c. Did I look at my listener?
   d. Did I talk to them in a conversational tone, neither too loud nor too soft?

	Often	Sometimes	Very Rarely	Never
ideas and materials willingly.				
consideration for others by waiting his turn.				
ys responsibility by collecting materials and n to school.				
understanding or respect for others' feelings in				
ability to reach decisions on the basis of materi-				
did we share our materials today?				
my job as well as I could?				
e any worthwhile ideas?				
t away all the materials I used?				
ld we improve next time?				
ep the group from working by interrupting, too king about other things or pushing and bother- thers in my group?				
lite?				
ready to listen?				
ok at the speaker?				
p very quiet?				
ve a question in mind as I listened?				
an answer to my question?				
as if the speaker had something important to				
en so well that I can retell what I heard?				
ing				
ve something worthwhile to say?				
ideas in order?				
k at my listener?				
k to them in a conversational tone, neither too too soft?				

	Often	Sometimes	Very Ra
e. Did I pronounce my words correctly so the listeners could tell what I was saying?			
f. Have I done a good job of reporting?			
4. Booklets			
a. Is my booklet the best I could make it?			
b. Did I find good pictures to illustrate each point?			
c. Did I paste, colour, draw and print as neatly as I could?			
d. Did I think about the question asked and write a good answer?			
5. Knowledge			
a. Do I know what employer, employee, customer and advertising mean?			
b. Can I name the workers in the store and tell about their jobs and how their work affects others?			
c. Can I explain the graph we made?			

The following is a list of questions. Half of these can be used after Learning Experiences B1 and the other half at the

Equality

1. Do you think that the person whose work it is to fill the shelves is as important as the person who one's job in the supermarket is important.)

Interdependence

2. If one of the persons who works in the produce department is away from work for two days, wi workers?
3. Will the person who is ill be missed by the customers?
4. Does it matter if the milk truck breaks down?
5. If the janitor has not cleaned the supermarket should the manager 'phone him to see what happe

Responsibility

6. Does the carry-out boy who whistles while he works and hurries back into the store give bad se
7. If you are a worker and you are going to be away from work should you tell the manager?
8. Should a customer who gets a can of spoiled peas get angry at the person who fills the shelves?
9. Is a cashier who never says anything doing a good job?
10. Would the manager feel tired at the end of the day?

Cooperation

11. A customer when getting a paper bag for apples, pulls out other bags that drop to the floor. Shoul floor for the produce worker to pick up?
12. Should the shelf worker help the customer find the products?
13. If employees do not cooperate with each other do you think the supermarket would run smoothly?
14. When the cashier becomes ill at work should another cashier take over for her?

Honesty

15. Baskets of tomatoes are selling for 75 cents. Should a customer exchange tomatoes in the baskets big ones in the basket he is going to buy?
16. When the sales clerk stays home to watch the N.H.L. finals should he 'phone in that he is sick?
17. Should the shelf boy take a chocolate bar when unpacking the candy?

	Often	Sometimes	Very Rarely	Never
pronounce my words correctly so the listeners tell what I was saying?				
I done a good job of reporting?				
booklet the best I could make it?				
find good pictures to illustrate each point?				
paste, colour, draw and print as neatly as I could?				
think about the question asked and write a good r?				
know what employer, employee, customer and ad- ng mean?				
name the workers in the store and tell about their nd how their work affects others?				
explain the graph we made?				

g is a list of questions. Half of these can be used after Learning Experiences B1 and the other half at the conclusion of the unit.

1. Do you think that the person whose work it is to fill the shelves is as important as the person who is the cashier? (Everyone's job in the supermarket is important.)
2. If one of the persons who works in the produce department is away from work for two days, will this affect the other workers?
3. Will the person who is ill be missed by the customers?
4. Does it matter if the milk truck breaks down?
5. If the janitor has not cleaned the supermarket should the manager 'phone him to see what happened?
6. Does the carry-out boy who whistles while he works and hurries back into the store give bad service?
7. If you are a worker and you are going to be away from work should you tell the manager?
8. Should a customer who gets a can of spoiled peas get angry at the person who fills the shelves?
9. Is a cashier who never says anything doing a good job?
10. Would the manager feel tired at the end of the day?
11. A customer when getting a paper bag for apples, pulls out other bags that drop to the floor. Should he leave them on the floor for the produce worker to pick up?
12. Should the shelf worker help the customer find the products?
13. If employees do not cooperate with each other do you think the supermarket would run smoothly?
14. When the cashier becomes ill at work should another cashier take over for her?
15. Baskets of tomatoes are selling for 75 cents. Should a customer exchange tomatoes in the baskets so that he will get all big ones in the basket he is going to buy?
16. When the sales clerk stays home to watch the N.H.L. finals should he 'phone in that he is sick?
17. Should the shelf boy take a chocolate bar when unpacking the candy?

Loyalty	18. Is Bob, the butcher, performing his duties if when he sees the price marker coming in late he hurries t
	19. The workers in a supermarket have twenty minutes for coffee in the morning. One worker meets a frie he take ten minutes more to visit with his friend?
	20. It is one minute before closing time at the store. Should the cashier take time to wait on a customer?
Neighbourhood	21. Do you think you should shop in a supermarket in another neighbourhood if there is one in your nei
	22. If your father wanted the store to order him some garden fertilizer, would they?
	23. Does a supermarket help people in a neighbourhood to be be more neighbourly?
Goals	24. Do you think that a supermarket in your neighbourhood should stock Italian, Chinese, German, etc. fo
	25. Should the manager hire Joe who wants to buy his family a Christmas turkey, instead of Jack who w himself a pellet gun?
Division of Labour	26. Does everyone in the store have the same duties to perform?
	27. Do you think a person in a little country store works harder than a person working in a supermark
Cleanliness	28. It does not matter how clean you are as long as you do your job well.
Advertising	29. We should buy only those products that are advertised by famous people.
	30. You should always buy the cheapest product.

Notes:

8. Is Bob, the butcher, performing his duties if when he sees the price marker coming in late he hurries to tell the manager?
9. The workers in a supermarket have twenty minutes for coffee in the morning. One worker meets a friend at coffee. Should he take ten minutes more to visit with his friend?
0. It is one minute before closing time at the store. Should the cashier take time to wait on a customer?
1. Do you think you should shop in a supermarket in another neighbourhood if there is one in your neighbourhood?
2. If your father wanted the store to order him some garden fertilizer, would they?
3. Does a supermarket help people in a neighbourhood to be be more neighbourly?
4. Do you think that a supermarket in your neighbourhood should stock Italian, Chinese, German, etc. food?
5. Should the manager hire Joe who wants to buy his family a Christmas turkey, instead of Jack who wants money to buy himself a pellet gun?
6. Does everyone in the store have the same duties to perform?
7. Do you think a person in a little country store works harder than a person working in a supermarket?
8. It does not matter how clean you are as long as you do your job well.
9. We should buy only those products that are advertised by famous people.
0. You should always buy the cheapest product.

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Notes:

WOULD YOU LIKE TO LIVE IN A BOOM TOWN?

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Grade Four Social Studies Sample Unit

WOULD YOU LIKE TO LIVE IN A BOOM TOWN?

OVERVIEW

The major purpose of this unit is to allow students to consider the effects of industrialization on people and their environment. This unit relates to the "master curriculum" by attending to questions concerning the dignity of man, justice, and equality. These questions provide the stimulus for developing problem-solving skills and, more specifically, locating and utilizing non-textual resources. The "big ideas" around which learning opportunities are organized are the related concepts of causality and change. Emphasis is placed upon other concepts from geography and sociology.

A major teaching-learning strategy to be employed in this unit is "role-playing".

"Boom Town" in this unit is Fort McMurray.

OBJECTIVES

A. Value Objectives

Students should clarify, through activities suggested later in this unit, personal and social values relating to questions such as:

1. Are indigenous people treated justly when industrialization occurs?
2. Does the development of industry improve the quality of life for individuals and/or groups?
3. Does the development of industry allow people to retain their individual identities?
4. Does industry affect social conventions (customs, mores, myths, folklores, religion, etc.)?

B. Skill Objectives

1. Students should apply problem-solving techniques to problems faced by people in newly-industrialized areas by:
   - (a) Identifying and clarifying the problem
   - (b) Formulating hypotheses
   - (c) Collecting a representative sample of the data
     - (i) Locating information from newspapers, magazines and pamphlets
     - (ii) Reading maps and globes
       - a. orienting a map and noting directions
       - b. locating places on maps and globes
       - c. using scale and computing distances
       - d. interpreting map symbols and visualizing what they represent
       - e. comparing maps and drawing inferences
     - (iii) Reading pictures, charts, graphs and tables
   - (d) Classifying data
     - (i) Comparing information about a topic drawn from two or more sources to recognize agreement or contradiction and to decide which source or sources are more acceptable
   - (e) Analyzing the data and evaluating the data
   - (f) Proposing a possible course or courses of action on these problems.
2. Students should develop an awareness of time and chronology by:
   - (a) Identifying some specific date—consider events as points of orientation in time
   - (b) Comparing the past to the present in the study of change and continuity in newly-industrialized areas.

C. Knowledge Objectives

Students should be able to use specific data in the following generalizations relating to causali

1. Industry locates where resources are availab relocated in order to promote the developme ces.
2. Industry develops as people demand certai
3. Cooperation and conflict affect the success o people are willing to cooperate: others vie threat to their way of living.
4. Faced with change in situations, people hav alternatives
5. Change induces further change (concepts: c ships).
6. Technological change results in new produc tion methods and creates new demands.
7. Technological change produces changes in p and in people's life patterns: not all changes

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ata and evaluating the data
ssible course or courses of action on these

elop an awareness of time and chronology

e specific date—consider events as points of
ime
past to the present in the study of change
n newly-industrialized areas.

C. Knowledge Objectives

Students should be able to use specific data in order to formulate the following generalizations relating to causality and change:

1. Industry locates where resources are available: people are often relocated in order to promote the development of natural resources.
2. Industry develops as people demand certain products.
3. Cooperation and conflict affect the success of an industry. Some people are willing to cooperate: others view the project as a threat to their way of living.
4. Faced with change in situations, people have a choice of many alternatives.
5. Change induces further change (concepts: cause-effect relationships).
6. Technological change results in new products and new production methods and creates new demands.
7. Technological change produces changes in physical environment and in people's life patterns: not all changes are beneficial.

Learning Experiences	Objective	Related Materials and Activities
Opener 1. (a) Read "Tommy's Turn"	A2 A3	**Tommy's Turn** by Frank Finney Reno Starkey piled another shovelful of sawdust house and leaned reflectively on the wall that seemed to h sleeping. For as long as he could remember his family ha ran east toward the noise of the growing town. Each comfortably familiar to him, resonated the excitement a by the trailer houses, smart new store fronts, roads and shared doubts and apprehensions as readily as they s exchanged hopes as freely as the tools they loaned and if the new development would change the lives of his fa drive from the city, was much the way it must have be traded his mule for a breaking plough and rested his drea brown earth of the Starkey Farm. Now, he had another town. A boom town they called it. Things were changing Glancing at his watch he was reminded that his br his son would soon be back from the hospital to help fi the house before winter. Many of the heavier jobs on the transferred to him when his father became unable to gra arthritis worsened. For two months he had carried the ful Starkey received treatment at the city Veterans' Hospita phone ring and acknowledged with one hand, his mot window, while with the other he leaned the wide shovel closed the entrance door, Janet Starkey, his wife, opened the kitchen. Speaking softly, more to herself than anyone it's for you. I think it's someone at the new plant, a job Reno could see through the partly-open door, his mothe the kitchen table preparing supper. She always worked wi that it helped her to keep from talking too much and up receiver down, Reno turned toward the table, noticing hands in her apron, time and time again. "Are you hungr some fresh bread in the cupboard and juice in the cool up." Reno nodded and sitting on the rough bench beside was the manager of the new refracting plant. He offered minder. He wants me to start next week. I have to call hi sometime tonight." "Well! Shann can help out more than "He can't come home weekends and then back into tow Since he took that job, he's not helped out one bit arou to feed and machinery to fix, not to mention the jobs arou

nces	Objective	Related Materials and Activities
d "Tommy's Turn"	A2 A3	**Tommy's Turn** by Frank Finney Reno Starkey piled another shovelful of sawdust against the side of the house and leaned reflectively on the wall that seemed to heave and sag like a man sleeping. For as long as he could remember his family had lived on this land that ran east toward the noise of the growing town. Each surrounding farmhouse, comfortably familiar to him, resonated the excitement and conversation created by the trailer houses, smart new store fronts, roads and new people. Neighbors shared doubts and apprehensions as readily as they shared happy times and exchanged hopes as freely as the tools they loaned and borrowed. He wondered if the new development would change the lives of his family. This land, a day's drive from the city, was much the way it must have been when his grandfather traded his mule for a breaking plough and rested his dream of a gold claim in the brown earth of the Starkey Farm. Now, he had another neighbor, a fast growing town. A boom town they called it. Things were changing fast. Glancing at his watch he was reminded that his brother Shann and Tommy his son would soon be back from the hospital to help finish the job of insulating the house before winter. Many of the heavier jobs on the farm had been gradually transferred to him when his father became unable to grasp or lift as the crippling arthritis worsened. For two months he had carried the full load of work while Mr. Starkey received treatment at the city Veterans' Hospital. Just then he heard the phone ring and acknowledged with one hand, his mother beckoning from the window, while with the other he leaned the wide shovel against the siding. As he closed the entrance door, Janet Starkey, his wife, opened the door which led into the kitchen. Speaking softly, more to herself than anyone else she said, "Come on, it's for you. I think it's someone at the new plant, a job maybe." As he listened, Reno could see through the partly-open door, his mother busying herself around the kitchen table preparing supper. She always worked when she worried. She said that it helped her to keep from talking too much and upsetting folks. Putting the receiver down, Reno turned toward the table, noticing his mother wiping her hands in her apron, time and time again. "Are you hungry?" Janet asked, "There's some fresh bread in the cupboard and juice in the cool room that should be used up." Reno nodded and sitting on the rough bench beside the table confided, "That was the manager of the new refracting plant. He offered me a job as a machine minder. He wants me to start next week. I have to call him as soon as I've decided, sometime tonight." "Well! Shann can help out more than he does," his wife replied. "He can't come home weekends and then back into town every day like he does. Since he took that job, he's not helped out one bit around here. There's livestock to feed and machinery to fix, not to mention the jobs around here that need doing."

Learning Experiences	Objective	Related Materials and Activities

The quiet that ensued was disturbed by the pup yelping up at the
the yard. Stopping beside the house, the door swung wide of the
the dog. Slowly and deliberately, out climbed the owner of the
to look around and waited as a young boy, skates over one s
hockey stick in front of him like a high wire artist, jumped do
bed. He swung his arm around the old man who leaned on
patiently for more help from the truck driver who was busy te

"Come on Shann, stop fooling around," the old man sai
take pills in my own house as in that hospital. Mother here can
of me as them there nurses. Take my arm will you, Shann. T
Get you inside out of this night air." His grandson put his eq
porch and opened the kitchen door. Everyone inside spoke loud
There was a warm welcoming for them all and before long T
grandfather's eyes brightened as he related his experiences in

"How them folks stand to live amongst all that noise
"is a mystery to me. I couldn't abide a life like that". Then beco
than anyone had ever seen him before, he turned his eyes toward
"You know, mother, I'm not one for talking much about feelin's
women, but lying in that hospital bed set me to thinking. The
ever be happy is living right here on this piece of land. It's not
best, but everything that's good or bad in me has gone into it. I
grandsons to have it when I'm gone. I haven't got anything
them. No money to speak of, ain't had no learning, no nothin
pass on, just this land. It'll look after you fer me when I die." I
silence seemed to last and last. Sensing the uneasiness, the o
"Besides, I've had so much of that gold treatment that my fa
claim on me if he were alive. I've a mind to be in my own h
making improvement, so here I'll abide. There's sufficient hel
farm, I'll supervise from now on, isn't that right Tommy?" T
his grandson to his side. Tommy winced in pain and held his
away from his side.

"What's the matter Tommy?" his mother questioned, "A
"Too much hockey, that's all," said Shann, interrupting. "He t
stick all the way into the city to play on a proper rink with re
all evening yesterday and this morning too. What that guy woul
of hockey."

"I'm okay," Tommy replied, "It's just a sore rib I think
rink with floodlights too. The kids play in teams with uniforms
told me I could play if I was going to be around. That would be
"Leagues are being formed in town," his mother said turning

Objective	Related Materials and Activities

The quiet that ensued was disturbed by the pup yelping up at the truck that entered the yard. Stopping beside the house, the door swung wide of the cab, bowling over the dog. Slowly and deliberately, out climbed the owner of the farm. He stopped to look around and waited as a young boy, skates over one shoulder, holding a hockey stick in front of him like a high wire artist, jumped down from the truck bed. He swung his arm around the old man who leaned on the boy, waiting patiently for more help from the truck driver who was busy teasing the pup.

"Come on Shann, stop fooling around," the old man said. "I might as well take pills in my own house as in that hospital. Mother here can take as much care of me as them there nurses. Take my arm will you, Shann. Tommy, you go on. Get you inside out of this night air." His grandson put his equipment inside the porch and opened the kitchen door. Everyone inside spoke loudly with excitement. There was a warm welcoming for them all and before long Tommy noticed his grandfather's eyes brightened as he related his experiences in the city.

"How them folks stand to live amongst all that noise and dirt," he said, "is a mystery to me. I couldn't abide a life like that". Then becoming more solemn than anyone had ever seen him before, he turned his eyes toward his wife and said, "You know, mother, I'm not one for talking much about feelin's and stuff, that's for women, but lying in that hospital bed set me to thinking. The only place I could ever be happy is living right here on this piece of land. It's not the biggest or the best, but everything that's good or bad in me has gone into it. I want my sons and grandsons to have it when I'm gone. I haven't got anything else fitten to leave them. No money to speak of, ain't had no learning, no nothin' I was good at to pass on, just this land. It'll look after you fer me when I die." No one spoke. The silence seemed to last and last. Sensing the uneasiness, the old man continued. "Besides, I've had so much of that gold treatment that my father would stake a claim on me if he were alive. I've a mind to be in my own home when I'm not making improvement, so here I'll abide. There's sufficient help here to run this farm, I'll supervise from now on, isn't that right Tommy?" The old man pulled his grandson to his side. Tommy winced in pain and held his grandfather's hand away from his side.

"What's the matter Tommy?" his mother questioned, "Are you all right?" "Too much hockey, that's all," said Shann, interrupting. "He took his skates and stick all the way into the city to play on a proper rink with real nets. He played all evening yesterday and this morning too. What that guy wouldn't do for a game of hockey."

"I'm okay," Tommy replied, "It's just a sore rib I think. They have a real rink with floodlights too. The kids play in teams with uniforms and coaches. One told me I could play if I was going to be around. That would be cool wouldn't it?" "Leagues are being formed in town," his mother said turning toward Tommy's

Learning Experiences	Objective	Related Materials and Activities
(b) Role-play alternative conclusions to "Tommy's Turn".		father. "And the school has a swimming pool too. If you buy a house in town." "What job is that?" asked Shann, the plant?" It wasn't long before Tommy's father was explai during the afternoon. Everyone listened. "What are yo Tommy questioned, "What are you going to tell the ma replied, "What do you think we should do Tommy?" Tom looking at him. What could he say?
2. (Alternative openers)		
(a) Show film such as "Boomsville".	A1 A4	
(b) Conduct a public interview designed to reveal attitudes toward or about "new" and "old".		See Raths et al, p. 142ff for directions on how to conduc this instance, the interview might include questions such as
		1. Have you anything new of which you are parti
		2. Do you still have any toys which you had as a
		3. How do you feel about those toys?
Development		4. When you are visiting a strange place, what do
		5. How long have you been buddies with your bes friends often?
		6. Do you like starting school in a new classroom are the advantages? disadvantages?
		7. Has your family ever moved? Were you glad o you glad to stay put?)
3. Show bucketwheel picture from the cover of **Our Sun.** Ask questions such as:		
(a) Does anyone know what this is?		
(b) Establish size by relating to man standing on side.		
(c) Try to find clues for possible uses (Draw attention to buckets).	B1 Ciii	Picture of excavator bucketwheel (Cover of **Our Sun,** Au
(d) What might this be connected to on the left of the picture?		
(e) What kind of materials do you think are being dug by this machine? (Note sticky substance on buckets.)		
(f) Where would this machine be used and why?		

s	Objective	Related Materials and Activities
		father. "And the school has a swimming pool too. If you took that job we could buy a house in town." "What job is that?" asked Shann, "Do you have a job at the plant?" It wasn't long before Tommy's father was explaining what had happened during the afternoon. Everyone listened. "What are you going to do Dad?" Tommy questioned, "What are you going to tell the man?" "I'm not sure," he replied, "What do you think we should do Tommy?" Tommy knew everyone was looking at him. What could he say?
lay alternative conclusions ommy's Turn".		
e openers)		
ilm such as sville".	A1 A4	
ct a public interview ed to reveal attitudes or about "new" and		See Raths et al, p. 142ff for directions on how to conduct a public interview. In this instance, the interview might include questions such as: 1. Have you anything new of which you are particularly proud? 2. Do you still have any toys which you had as a pre-schooler? 3. How do you feel about those toys? 4. When you are visiting a strange place, what do you like most? Least? 5. How long have you been buddies with your best friend? Do you change friends often? 6. Do you like starting school in a new classroom each September? What are the advantages? disadvantages? 7. Has your family ever moved? Were you glad of the change? (Or, were you glad to stay put?)
etwheel picture from the r Sun. Ask questions such anyone know what this is? ish size by relating to man ng on side. find clues for possible uses attention to buckets). might this be connected to left of the picture? kind of materials do you are being dug by this ne? (Note sticky substance ckets.) would this machine be nd why?	B1 Ciii	Picture of excavator bucketwheel (Cover of **Our Sun**, Autumn, 1967)

Learning Experiences	Objective	Related Materials and Activities
Responses to the above questions should give the teacher an idea of how many children are aware of what is happening at Ft. McMurray and some idea as to the extent of the knowledge. (Alternate method—Discovery Approach—yes or no answers to student questions).		
4. Have students prepare bulletin board display to show the variety of products which consumers demand from the petroleum industry. Discuss questions such as: (a) Why is there change? (b) Do individuals change as a result of having more products at their disposal? (c) Does society change as a result of new products?	Bl Ci	Include pictures of all products of the petroleum and petro-ch
5. To meet the demands indicated by the bulletin board display ask students to hypothesize as to how oil might be extracted from the tar sands.	Blb C2 C6	Students can test their hypotheses by reviewing evidence conc extracting oil from tar sands. Such evidence is cited in **Our S** Compare with other sources.
6. Ask students to hypothesize when and why Ft. McMurray was established. Have groups investigate the various periods in Ft. McMurray's history. Write playlets suitable for videotaping to show how and why Ft. McMurray has developed through the years. Prepare time line illustrating the history of Ft. McMurray.	Blb Bldi	How many fathers ago? To make the passage of time more me relate to number of generations ago that a certain event hap is four fathers old, using approximately 25 years per generat Pond came to the area 8 fathers ago (1778). (Senesh—**Our** Since the main focus of this study is present day, it is sugges narrate an historical sketch of Fort McMurray, including p mentioned on the time line which follows. It is suggested tha the above sketch to the present location of Fort McMurray, e.g. point from railway to barge, etc.

	Objective	Related Materials and Activities
ove questions should idea of how many f what is happening some idea as to the owledge. (Alternate Approach—yes or no uestions).		
epare bulletin board ne variety of products demand from the ry. such as: change? ls change as a result ore products at their change as a result of s?	B1 C1	Include pictures of all products of the petroleum and petro-chemical industries.
ands indicated by the splay ask students to o how oil might be ne tar sands.	B1b C2 C6	Students can test their hypotheses by reviewing evidence concerning the secret of extracting oil from tar sands. Such evidence is cited in **Our Sun,** Autumn, 1967. Compare with other sources.
ypothesize when and ray was established. vestigate the various McMurray's history. itable for videotaping l why Ft. McMurray rough the years. Pre- lustrating the history y.	B1b B1di	How many fathers ago? To make the passage of time more meaningful to children, relate to number of generations ago that a certain event happened, e.g. Canada is four fathers old, using approximately 25 years per generation. Likewise Peter Pond came to the area 8 fathers ago (1778). (Senesh—**Our Working World**). Since the main focus of this study is present day, it is suggested that the teacher narrate an historical sketch of Fort McMurray, including points such as those mentioned on the time line which follows. It is suggested that the teacher relate the above sketch to the present location of Fort McMurray, e.g. Fur trade, Transfer point from railway to barge, etc.

Learning Experiences	Objective	Related Materials and Activities
		Time Line—Using concepts such as the number line int Through Arithmetic program, it is suggested that the tim passage of time as a continuous pinpointing of highlights in reference. Example which could be used for Fort McMur 1970 — 1970's—Full-scale produc 1960's—Construction of G 1 father ago (1945) — 1950's—Oil Companies in 2 fathers ago (1920) — 1940's—Successful hot wa 1915 —Raw tar sand use 3 fathers ago (1895) — Edmonton 4 fathers ago (1870) — 1870 —Hudson Bay Com 1850's—Fur trading post 5 fathers ago (1845) 6 fathers ago (1820) 7 fathers ago (1795) 8 fathers ago (1770) — Fur trading post Pond, Northwest (great, great, great, great, great, great, grandfather)
7. Locate Fort McMurray on maps by playing Directional Baseball and/or Map Detective.	BlC2	**Directional Baseball** Two teams are seated at opposite sides of the room. Eac Alberta before him. A large map of Alberta is displayed a The bases for the diamond are at each corner of the roo its own batting order and makes up several questions: su is Fort McMurray from our town?" and "What direction McMurray?" (Each on separate slips of paper.) The batt where a large map is located. The pitcher picks up a quest the batter. The umpire acts as timer and judge. He also on the large map. Use 5 to 10 seconds, depending on gen batter answers correctly, he goes to first base. If he answe As successive batters answer, each player on the base adva three outs, count the number who came home and the oth

ces	Objective	Related Materials and Activities
		Time Line—Using concepts such as the number line introduced by the Seeing Through Arithmetic program, it is suggested that the time line be used to show passage of time as a continuous pinpointing of highlights in man's past as points of reference. Example which could be used for Fort McMurray: 1970 — 1970's—Full-scale production 1960's—Construction of GCOS project 1950's—Oil Companies interested in reserves 1940's—Successful hot water separation process 1 father ago (1945) 2 fathers ago (1920) 1915 —Raw tar sand used to pave street in Edmonton 3 fathers ago (1895) 4 fathers ago (1870) — 1870 —Hudson Bay Company rebuilt settlement 1850's—Fur trading post abandoned 5 fathers ago (1845) 6 fathers ago (1820) 7 fathers ago (1795) 8 fathers ago (1770) — Fur trading post established by Peter Pond, Northwest Company (great, great, great, great, great, great, grandfather)
ort McMurray on maps by Directional Baseball and/or ective.	BlC2	**Directional Baseball** Two teams are seated at opposite sides of the room. Each player has a map of Alberta before him. A large map of Alberta is displayed at the front of the room. The bases for the diamond are at each corner of the room. Each team arranges its own batting order and makes up several questions: such as, "What direction is Fort McMurray from our town?" and "What direction is our town from Fort McMurray?" (Each on separate slips of paper.) The batter comes to home plate where a large map is located. The pitcher picks up a question from a hat and asks the batter. The umpire acts as timer and judge. He also points to places named on the large map. Use 5 to 10 seconds, depending on general skill of class. If the batter answers correctly, he goes to first base. If he answers incorrectly, he is out. As successive batters answer, each player on the base advances one. At the end of three outs, count the number who came home and the other team goes to bat.

Learning Experiences	Objective	Related Materials and Activities
		Map Detective A student gives the description of a symbol, direction or lo map, and asks a question about it, e.g. "What is the small g of Fort McMurray?" The students who successfully answer the Refer to Atlas of Alberta pages 43-45, 51-59, 62ff, and to "S Murray"—Alberta Government Publicity Bureau, Edmonton.
8. Determine who lives at Fort McMurray. Compare composition of populations before and after oil boom.	A1 A2 A3 A4 BlCiii	Read the following description of Fort McMurray: **Fort McMurray—Observations of an Old-Timer** The Cree name for Fort McMurray is Nistawyou—r where two rivers meet. Indeed Fort McMurray is a meeting pl Not only does the River Clearwater meet the River Athabasca meets Southern Civilization; the railroad meets the river tra European Race meets the Indian Race; the affluent oil-worker with people on welfare; the people of the bush—forest workers Bay Managers, R.C.M.P.—confront the people of the city; t rich; yesterday meets today. What people live in Fort McMurray? Here is a Plant Ma split-level home. In summer there is a barbecue on his patio, h ready, hitched to take his boat to the lake; in winter he goes h cab-truck and his children enjoy themselves on snowmobiles. the hill, in a low-rental home, lives a Metis family. The father in summer; in winter he works a trap-line. His older children w the barges return from the northern lakes; his wife will work a hospital to make money for the family, yet often they will need Franklin Avenue, the town's main street, is as clean and shopping centres across Canada; yet it begins in a muddy d Athabasca and one mile and a half further south crosses a disappears into bush and muskeg. A half mile further on throu settlement of Waterways—also part of the town of Fort McMu people here are on welfare for part of the year. There is a tin empty churches, a small café and one very dismal general sto old Chinese gentleman. In Waterways nearly half the homes are most are scheduled for clearance and modern replacement. Man no water. The Indian homes on the river side of the track are out at break-up. Many of the river jetties are collapsing into th of the collapse of local river trade.

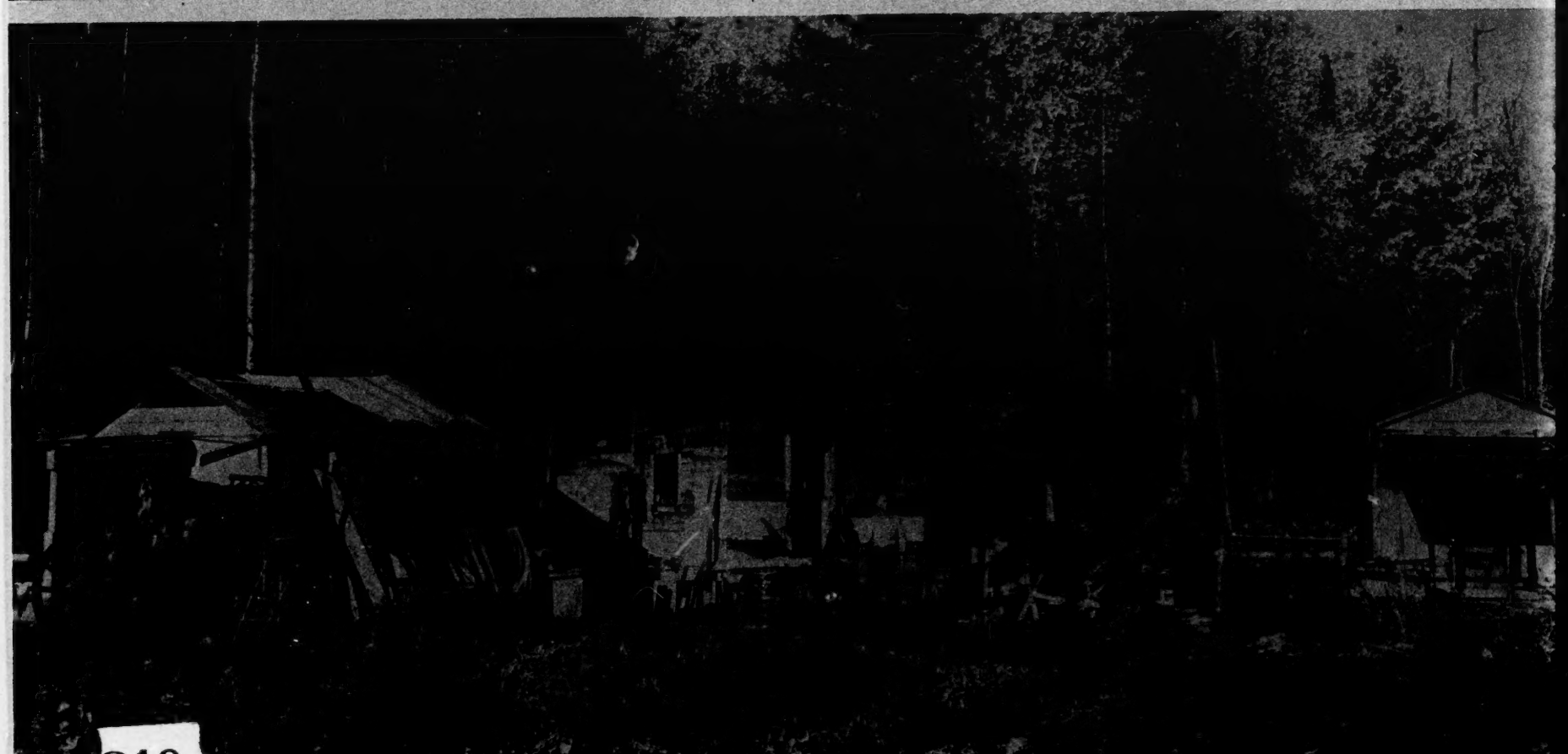
	Objective	Related Materials and Activities
		Map Detective A student gives the description of a symbol, direction or location etc. on the map, and asks a question about it, e.g. "What is the small green triangle south of Fort McMurray?" The students who successfully answer the question, score. Refer to Atlas of Alberta pages 43-45, 51-59, 62ff, and to "Survey of Fort McMurray"—Alberta Government Publicity Bureau, Edmonton.
lives at Fort Mc- are composition of re and after oil boom.	A1 A2 A3 A4 BICiii	Read the following description of Fort McMurray: **Fort McMurray—Observations of an Old-Timer** The Cree name for Fort McMurray is Nistawyou—meaning the place where two rivers meet. Indeed Fort McMurray is a meeting place in many ways. Not only does the River Clearwater meet the River Athabasca but North Canada meets Southern Civilization; the railroad meets the river transport system; the European Race meets the Indian Race; the affluent oil-worker lives side by side with people on welfare; the people of the bush—forest workers, trappers, Hudson Bay Managers, R.C.M.P.—confront the people of the city; the poor meet the rich; yesterday meets today. What people live in Fort McMurray? Here is a Plant Manager in a modern split-level home. In summer there is a barbecue on his patio, his car has a trailer ready, hitched to take his boat to the lake; in winter he goes hunting in his crew cab-truck and his children enjoy themselves on snowmobiles. At the bottom of the hill, in a low-rental home, lives a Metis family. The father works river barges in summer; in winter he works a trap-line. His older children will pack fish when the barges return from the northern lakes; his wife will work as a cleaner in the hospital to make money for the family, yet often they will need welfare assistance. Franklin Avenue, the town's main street, is as clean and modern as many shopping centres across Canada, yet it begins in a muddy dike by the River Athabasca and one mile and a half further south crosses a railway track and disappears into bush and muskeg. A half mile further on through the bush is the settlement of Waterways—also part of the town of Fort McMurray. Many of the people here are on welfare for part of the year. There is a tiny post office, two empty churches, a small café and one very dismal general store managed by an old Chinese gentleman. In Waterways nearly half the homes are shacks—although most are scheduled for clearance and modern replacement. Many have power but no water. The Indian homes on the river side of the track are regularly flooded out at break-up. Many of the river jetties are collapsing into the river—a symbol of the collapse of local river trade.

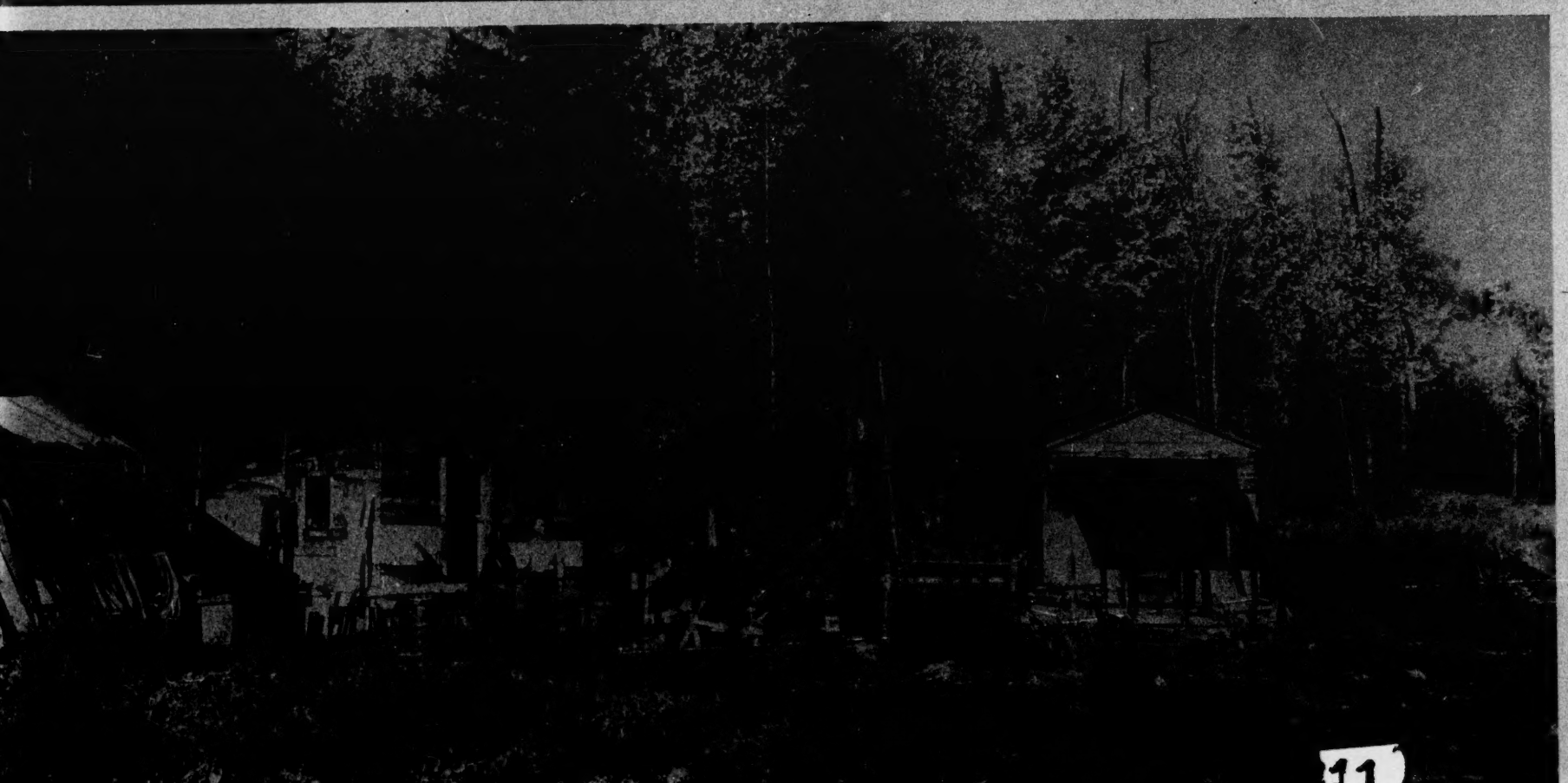
Learning Experiences	Objective	Related Materials and Activities
		So this is Fort McMurray—the City in the Bush— town and 278 miles north of Edmonton. Above all it is a t are only too obvious to its people. The well-to-do popula future, but worries whether the Oil Sands Plant will fa are envious of the oil workers, they worry whether there i
9. Consider the question, "How has GCOS affected life at Fort McMurray?"	A C5 C7	It is suggested that teachers refer to Rath's book for more ography) on how to use the following activities: **Value Sheet** Some people feel that industry brings about a better way o benefit because of the changes that are taking place and can have. i. Write your reaction to the above statement. ii. Do you agree with this statement? Why or wh iii. Does the statement produce a strong feeling in iv. What feeling does it produce? v. List examples supporting your agreement with vi. List examples supporting your disagreement wit vii. Are you clear how you feel about this statemen viii. Is this a fair statement? Why do you think so? ix. Do you think you would feel the same way ab were: —a person working in this industry —an unskilled worker with only a Grade VIII —a Canadian of native ancestry —a businessman where the industry has locate Explain why you think you would feel that wa **Compare and Contrast** pictures on pp. 16 and 17 of **Our** before and after pictures which appear on pages I handbook.

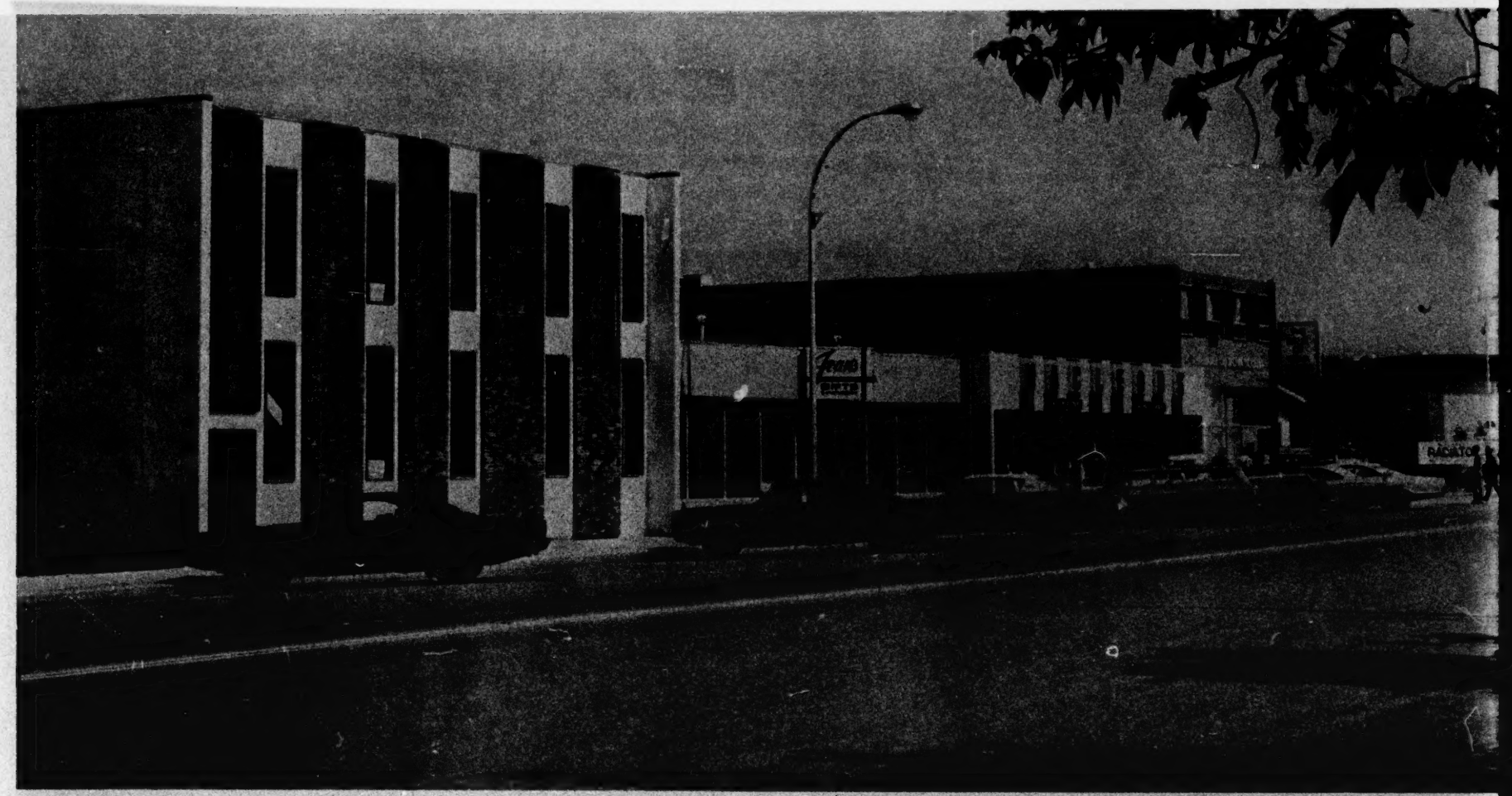
es	Objective	Related Materials and Activities
		So this is Fort McMurray—the City in the Bush—125 miles from the next town and 278 miles north of Edmonton. Above all it is a town of contrasts. These are only too obvious to its people. The well-to-do population hopes for a richer future, but worries whether the Oil Sands Plant will fail. The poorer people are envious of the oil workers, they worry whether there is any future here at all.
the question, "How has ected life at Fort Mc-	A C5 C7	It is suggested that teachers refer to Rath's book for more information (see bibliography) on how to use the following activities: **Value Sheet** Some people feel that industry brings about a better way of living and anyone can benefit because of the changes that are taking place and the new things people can have. i. Write your reaction to the above statement. ii. Do you agree with this statement? Why or why not? iii. Does the statement produce a strong feeling in you? iv. What feeling does it produce? v. List examples supporting your agreement with the statement. vi. List examples supporting your disagreement with the statement. vii. Are you clear how you feel about this statement? viii. Is this a fair statement? Why do you think so? ix. Do you think you would feel the same way about this statement if you were: —a person working in this industry —an unskilled worker with only a Grade VIII education —a Canadian of native ancestry —a businessman where the industry has located Explain why you think you would feel that way for each case. **Compare and Contrast** pictures on pp. 16 and 17 of **Our Sun,** Autumn, 1967 and before and after pictures which appear on pages IV-12 and IV-13 of this handbook.

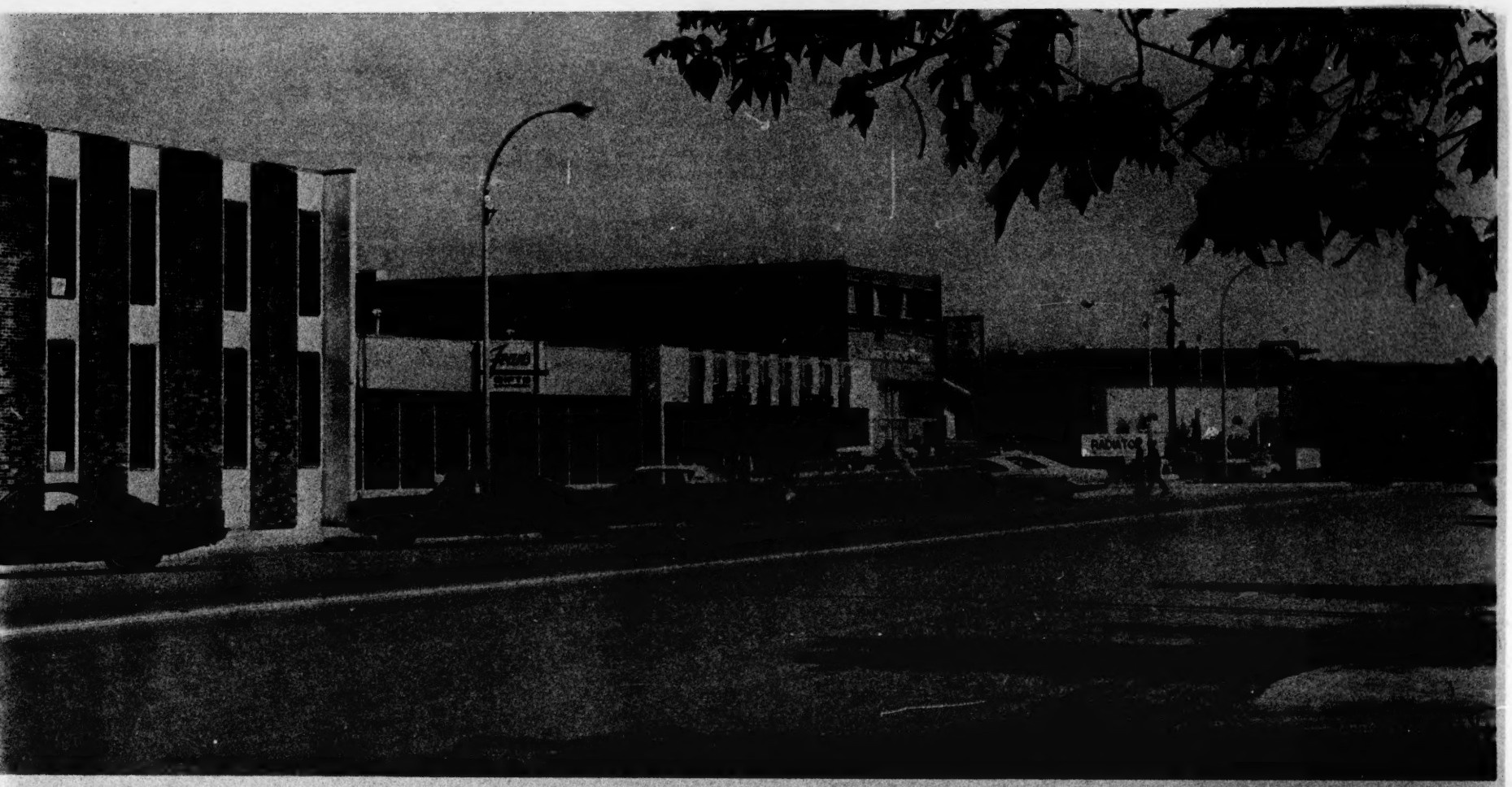
Learning Experiences	Objective	Related Materials and Activities
	A2	**Situation Dramatization:** Confront students with the facts and them to dramatize the episode including a conclusion. **e.g. Facts** i. Tribe of Chipewyan Indians own land on which oil been made. ii. A corporation has developed a new economical recov Situation—Tribe leaders and company representatives are matters; the payment of royalties, use of reserve land, developn **Role Play** Time: Just before 1964 Have signs giving time and place. Family—Mr. G. Cos, Mrs. G. Cos, Billy and Mary, residents are discussing what this new industry will mean to t Mr. G. Cos states: employment at home new recreation centre maybe a road from Fort McMurray Mrs. G. Cos states: more members to her church group new homes new schools larger stores for shopping Billy and Mary ask: What does industry bring for the ch Have the class give them the answers. **Contrived Incident** Tom Crow lived in a small community, a tiny place, wi scattered among the trees. Tom's house, which was the larges had at one time been a meeting place for the people who live gathered, when Mr. and Mrs. Crow with their large family, pass the time of day, talk of fishing and hunting and to find Now, however, only Tom remained, and since he was away t most of the time, the house had fallen into disrepair. One day Tom came home early with some news fo Longfoot. "I'm going to sell my land and the house with it to ton. It's not much use to me because I'm away so much, and he price for it." The news spread quickly, and everyone wondered w would do with the land. "Maybe," they said, "he will build a n we can all meet together again." A few days later they heard more news. A Mr. Henders was planning on building, not a big house, but a big new apartm neighbors knew what this meant. Bulldozers would come, knoc

	Objective	Related Materials and Activities
		Situation Dramatization: Confront students with the facts and situation and allow them to dramatize the episode including a conclusion. **e.g. Facts** i. Tribe of Chipewyan Indians own land on which oil sands discovery has been made. ii. A corporation has developed a new economical recovery process. Situation—Tribe leaders and company representatives are meeting to discuss matters; the payment of royalties, use of reserve land, development in the area, etc.
	A2	**Role Play** Time: Just before 1964 Have signs giving time and place. Family—Mr. G. Cos, Mrs. G. Cos, Billy and Mary, residents of Fort McMurray, are discussing what this new industry will mean to them: Mr. G. Cos states: employment at home new recreation centre maybe a road from Fort McMurray Mrs. G. Cos states: more members to her church group new homes new schools larger stores for shopping Billy and Mary ask: What does industry bring for the children of the town? Have the class give them the answers.
		Contrived Incident Tom Crow lived in a small community, a tiny place, with only a few houses scattered among the trees. Tom's house, which was the largest in the community, had at one time been a meeting place for the people who lived nearby. They had gathered, when Mr. and Mrs. Crow with their large family, were living there, to pass the time of day, talk of fishing and hunting and to find out the latest news. Now, however, only Tom remained, and since he was away tending his trap lines most of the time, the house had fallen into disrepair. One day Tom came home early with some news for his neighbor, Mr. Longfoot. "I'm going to sell my land and the house with it to a man from Edmonton. It's not much use to me because I'm away so much, and he's offered me a good price for it." The news spread quickly, and everyone wondered what the new owner would do with the land. "Maybe," they said, "he will build a nice big house where we can all meet together again." A few days later they heard more news. A Mr. Henderson, from Edmonton, was planning on building, not a big house, but a big new apartment building. Tom's neighbors knew what this meant. Bulldozers would come, knocking over the trees,









213

Learning Experiences	Objective	Related Materials and Activities
		frightening the animals, and dumping clay on the grass. Later, stran no interest in the community or its ways would come to live there. So of neighbors, headed by Mr. Longfoot, went to see Tom to urge him "But I have to sell, because I need the money," said Tom. "I to any one of you who can match Mr. Henderson's offer." They wondered if they could do anything except return home Was there an answer? i. What will Mr. Longfoot and his neighbors do now? Pup solutions or predict outcomes. ii. Pupils re-enact the story, conveying the mood and feeling of iii. Pupils may re-enact the story, supplying added informatio along. iv. Pupils may role-play a situation involving all of the followi a year hence. —Mr. Longfoot —Mr. T. Crow —one of his neighbors —Mr. Henderson —one of the apartm
10. Effects of Change Students should by now have developed some generalizations regarding the effects of change. Using the generalizations, they could now compare and contrast Fort McMurray to another area as the final step of validation in the problem-solving technique. Possible areas might include Hinton, Leduc, Grande Cache, Brazeau, Pincher Creek, Crowsnest Pass communities, etc.	A B C	
or		
11. Students should identify instances of change which are occurring in their local community. They should study the causes of these changes and the ways in which people are affected by them. Students may then wish to consider the desirability and feasibility of taking individual and/or group action on the problems associated with change	A B C	

	Objective	Related Materials and Activities
		frightening the animals, and dumping clay on the grass. Later, strangers who had no interest in the community or its ways would come to live there. So a delegation of neighbors, headed by Mr. Longfoot, went to see Tom to urge him not to sell. "But I have to sell, because I need the money," said Tom. "I'll gladly sell to any one of you who can match Mr. Henderson's offer." They wondered if they could do anything except return home and forget it. Was there an answer? i. What will Mr. Longfoot and his neighbors do now? Pupils may offer solutions or predict outcomes. ii. Pupils re-enact the story, conveying the mood and feeling of each section. iii. Pupils may re-enact the story, supplying added information as they go along. iv. Pupils may role-play a situation involving all of the following characters a year hence. —Mr. Longfoot —Mr. T. Crow —one of his neighbors —Mr. Henderson —one of the apartment residents
hange uld by now have devel- generalizations regarding f change. Using the gen- they could now compare Fort McMurray to an- s the final step of valida- roblem-solving technique. as might include Hinton, ande Cache, Brazeau, ek, Crowsnest Pass com-	A B C	
or uld identify instances of h are occurring in their unity. They should study of these changes and the ch people are affected by nts may then wish to con- esirability and feasibility individual and/or group e problems associated with	A B C	

14

Learning Experiences	Objective	Related Materials and Activities
Evaluation		
12. Evaluating the attainment of value objectives	A1, 2	
(a) Construct a values inventory to test attitudes toward industry, change, growth. Administer before, during, and/or after tudying the unit.		Values Inventory For "Would You Like to Live in a Boom T 1. Put an "X" on the line to show your rating: Social studies is: 0 1 2 3 4 Dull _____ Alive _____ Complicated _____ Easy _____ Harmful _____ Clear _____
	A1	2. Rose Moon and her family had lived in the house, built by h father, for as long as she could remember. Now, everyone w of the expanding town and industrial development. Rose's of her family would be changed for the better? strongly agree___ agree___ don't know___ disagree___ str
	A2	3. John Shaw's father was a welder. He was moving his family because he had a new job there. The lives of everyone in th better in their new home? strongly agree___ agree___ don't know___ disagree___ str
(b) Have students describe orally or in writing the feelings of a family who had to be relocated when industry moved in.	A3	4. New roads, houses, good jobs, hospitals and schools are i what an old town has? strongly agree___ agree___ don't know___ disagree___ str
(c) Show film "The Lake Man" and note attitudes displayed during post-viewing discussion.	A4	5. I would like to live in a boom town! strongly agree___ agree___ don't know___ disagree___ str
		(Available from A-V Branch, Department of Education, Edm black and white, lasts 27 minutes and was produced by the N.
13. Evaluating the Attainment of Skill Objectives.	B	
(a) Prepare written hypotheses predicting the future of Fort McMurray.	B1, B2	
(b) Locate the most recent census figures pertaining to Ft. McMurray.	B1	

	Objective	Related Materials and Activities
attainment of value values inventory to les toward industry, owth. Administer be- , and/or after study- t.	A1, 2	**Values Inventory For "Would You Like to Live in a Boom Town"** 1. Put an "X" on the line to show your rating: Social studies is: 0 1 2 3 4 5 Dull _____ Exciting Alive _____ Dead Complicated _____ Simple Easy _____ Hard Harmful _____ Useful Clear _____ Fuzzy
	A1	2. Rose Moon and her family had lived in the house, built by her chieftain grandfather, for as long as she could remember. Now, everyone was excited because of the expanding town and industrial development. Rose's life and the lives of her family would be changed for the better? strongly agree___ agree___ don't know___ disagree___ strongly disagree___
	A2	3. John Shaw's father was a welder. He was moving his family to Fort McMurray because he had a new job there. The lives of everyone in the family would be better in their new home? strongly agree___ agree___ don't know___ disagree___ strongly disagree___
nts describe orally or he feelings of a family o be relocated when oved in.	A3	4. New roads, houses, good jobs, hospitals and schools are improvements over what an old town has? strongly agree___ agree___ don't know___ disagree___ strongly disagree___
"The Lake Man" and les displayed during g discussion.	A4	5. I would like to live in a boom town! strongly agree___ agree___ don't know___ disagree___ strongly disagree___ (Available from A-V Branch, Department of Education, Edmonton. Film is in black and white, lasts 27 minutes and was produced by the N.F.B.)
Attainment of Skill	B	
itten hypotheses pre- future of Fort Mc-	B1, B2	
most recent census taining to Ft. Mc-	B1	

Learning Experiences	Objective	Related Materials and Activities
(c) Read the special GCOS issue of **Our Sun,** Autumn, 1967, Sun Oil Company, to identify the attitudes of the author toward modernization.	B1	
(d) Prepare a map on which can be calculated area occupied by the tar sands.	B1	
14. Evaluating the Attainment of Knowledge Objectives.		
(a) Pinpoint the probable location of industries on a map showing land features, resources, and climate.	C1	
(b) Write a paragraph outlining the effects of industries being established in the area shown on the above map.	C5, 6, 7	

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1969—Aug. 26, p. 34, col. 1

	Objective	Related Materials and Activities
special GCOS issue un, Autumn, 1967, mpany, to identify the f the author toward ion.	B1	
map on which can be area occupied by the	B1	
Attainment of ectives.		
e probable location of on a map showing land esources, and climate.	C1	
aragraph outlining the industries being estab- he area shown on the .	C5, 6, 7	

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DID THE AZTECS DESERVE TO BE CONQUERED?

ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on the Aztecs.

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Grade Six Social Studies Sample Unit

DID THE AZTECS DESERVE TO BE CONQUERED?

OVERVIEW

This unit should provide opportunities for students to consider the responsible use of power. Are there occasions when one society (or individual) is justified in dominating another? If so, was the Spanish conquest of Mexico such an occasion?

In trying to find answers to these and related questions, students should pay particular attention to the effect that religion has on a society. Two major values should be of concern: **the dignity of man** and **freedom.** Students should decide how they will interpret and apply these values in their own lives.

The value issues which arise in this unit will require of students that they **comprehend** data from many sources, both print and non-print. This data must be **evaluated** during the process of making value judgments. Value judgments should be made and shared by students working together as members of a group. In the group setting, special attention will be devoted to having students **understand the feelings of their classmates** relative to the **dignity of man** and **freedom.**

Most of the unit will focus on the Aztec civilization prior to and during the Spanish conquest. Mexico's more recent history and current problems may be the subject of follow-up by interested Grade Six students. Further opportunities to study Mexico and other parts of the Americas will be open to students in the higher grades.

OBJECTIVES

A. **Value Objectives**
   1. Students should clarify how they will in value placed upon human dignity.
   2. Students should define what they consid level of freedom.

B. **Skill Objectives**

   Students should develop the ability to i extrapolate from many sources of data, inclu
   1. Printed media
   2. Nonprint media
   3. Verbal and non-verbal communications

C. **Knowledge Objectives**

   Students should gain a conceptual unde
   1. Culture
   2. Conflict
   3. Power
   4. Space
   5. Stability
   6. Change

   Students should be able to formulate explain these concepts and show relationships an

Grade Six Social Studies Sample Unit

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lassmates relative to the **dignity of man** and **freedom.**
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h conquest. Mexico's more recent history and current
the subject of follow-up by interested Grade Six stu-
portunities to study Mexico and other parts of the
open to students in the higher grades.

OBJECTIVES

A. **Value Objectives**
   1. Students should clarify how they will interpret and apply the value placed upon human dignity.
   2. Students should define what they consider to be the optimum level of freedom.

B. **Skill Objectives**

   Students should develop the ability to interpret, translate, and extrapolate from many sources of data, including:
   1. Printed media
   2. Nonprint media
   3. Verbal and non-verbal communications of others

C. **Knowledge Objectives**

   Students should gain a conceptual understanding of:
   1. Culture
   2. Conflict
   3. Power
   4. Space
   5. Stability
   6. Change

   Students should be able to formulate generalizations which explain these concepts and show relationships among them.

LEARNING OPPORTUNITIES

Learning Opportunity	Objective	Related Materials and Activities
Opener		**Samples of Abstract Stories**
1. Read verbal description of Aztec sacrifice and Canadian hockey. (Do not tell students what each description is about.)	A 1, 2 B 3 C 1, 2	The screams of the victim echoed off the hills. Wa the cold altar steps. The High Priest plunged his opened chest and pulled, pulled until the vessels s tain of blood spat into the clear blue sky. He ga faction and held the heart high above the altar, freely down his arm.
2. Ask follow-up questions such as the following: a) Do you think these events describe something on this planet? b) Have the observations anything to do with religion? Why? c) How do you think the victim in each case felt? d) If you were one of the participants, would you rather take part in the first or second story? Why? e) Do you think sacrifice is civilized?		(Make a game of hockey into a religious festival. The men appeared to be following a small di a curved object clasped between two of their limb what the object of the ceremony was, but I was gu cries of the crowd. Sometimes they would cry al came enmeshed in a kind of cage, but the clima when several of the creatures rushed upon one thrashing with their limbs. The roar was so deaf close my ears to it. Slowly the tumult died and I were satisfied when they saw red matter emerge f their fellow creature.
Development		
1. Show selected frames of the filmstrip, "Aztec Achievements in Art and Science". Captions should be blocked out. Show only those frames dealing with religion, art, crafts, and architecture. Have students "read" each picture.	A 1, 2 B 2 C 1-6	**Samples of Questions Raised by Pupils** What Gods did they worship? Why did they sacrifice humans? When and where were the sacrifices performed? On what occasions were women sacrificed? How were the sacrifices conducted? Was it considered an honour to be sacrificed? Were the priests important, if so why? Why were they called the Aztecs? What is the location of the Aztec civilization? When did the civilization flourish? How did they become a powerful civilization? How did the Aztecs explain their history? What was their relationship with other tribes? How many Aztec tribes were there? Who were their enemies and why did they figh What were their methods of fighting and with What were the temples and homes built of?
2. List questions which students ask during and following the filmstrip.		

LEARNING OPPORTUNITIES

Opportunity	Objective	Related Materials and Activities
ɔtion of Aztec sacrifice and Do not tell students what each .)	A 1, 2 B 3 C 1, 2	**Samples of Abstract Stories** The screams of the victim echoed off the hills. Warm blood ran down the cold altar steps. The High Priest plunged his old hand into the opened chest and pulled, pulled until the vessels snapped and a fountain of blood spat into the clear blue sky. He gave a shout of satisfaction and held the heart high above the altar, the blood running freely down his arm. (Make a game of hockey into a religious festival.) The men appeared to be following a small disc, hitting it with a curved object clasped between two of their limbs. I was not certain what the object of the ceremony was, but I was guided by the ecstatic cries of the crowd. Sometimes they would cry aloud if the disc became enmeshed in a kind of cage, but the climax of worship came when several of the creatures rushed upon one unfortunate victim, thrashing with their limbs. The roar was so deafening that I had to close my ears to it. Slowly the tumult died and I think the creatures were satisfied when they saw red matter emerge from the nucleus of their fellow creature.
ions such as the following: ese events describe something vations anything to do with k the victim in each case felt? of the participants, would you in the first or second story? crifice is civilized?		
ies of the filmstrip, "Aztec Art and Science". Captions out. Show only those frames , art, crafts, and architecture. " each picture.	A 1, 2 B 2 C 1-6	**Samples of Questions Raised by Pupils** What Gods did they worship? Why did they sacrifice humans? When and where were the sacrifices performed? On what occasions were women sacrificed? How were the sacrifices conducted? Was it considered an honour to be sacrificed? Were the priests important, if so why? Why were they called the Aztecs? What is the location of the Aztec civilization? When did the civilization flourish? How did they become a powerful civilization? How did the Aztecs explain their history? What was their relationship with other tribes? How many Aztec tribes were there? Who were their enemies and why did they fight? What were their methods of fighting and with what weapons? What were the temples and homes built of?
ch students ask during and ip.		

Learning Opportunity	Objective	Related Materials and Acti
		What remains of the Aztec civilization can Were they good craftsmen and scientists? What was the Aztec calendar like?
3. Have students group questions into categories. Each category might be headed by a value question, e.g., "Did religion play too big a part in Aztec culture?" "Should Aztec leaders have shared their power more widely?" "Would the Aztecs have been happier if they had had greater technology?"	A B C	What was their money like? What did they eat and drink? What was their agriculture like? Did they have any industries? How were their leaders elected and how were
4. Students work individually or in groups to find answers to the questions posed above. a) Prepare written hypotheses which attempt to answer the above questions. b) Test hypotheses by locating and using data listed in the attached bibliography. c) Reach tentative conclusions which serve to verify, reject or modify hypotheses.	B 1, 2, 3	What were their festivities and customs? What work did the women do? How impor What was their transportation and communic What was their writing like? Were they cruel people compared with pe What was their government like? Who mad What was the climate of this area? How were the children educated? Did they have slaves—if so how were they What were their markets like? At what age did they marry?
5. Students share findings with class. "Reports" should be brief and should make use of audio-visual materials.	A B C	Did they treat old people with respect, how Were they friendly people? What were their games and spare time act
6. Use value clarification techniques.	A1, 2	What was life in the home like?
		Role Playing
		1. A family has been informed that their s has been selected as a sacrifice to the proud man (this is the ultimate honou differently. Act out a probable argu between the two. Try to reach an agr
		2. Cortes' soldiers have overheard their ships and press on to the Aztec capital. happen—death or riches, and decide w to do.
		3. Cortes orders his men to stuff their before they make a break for freedom or two experienced soldiers try to pe **not** to obey, thus lightening their lo chances of escape. Act out what you w

rning Opportunity	Objective	Related Materials and Activities
		What remains of the Aztec civilization can be seen today?
		Were they good craftsmen and scientists?
		What was the Aztec calendar like?
group questions into categories.	A	What was their money like?
might be headed by a value ques-	B	What did they eat and drink?
l religion play too big a part in	C	What was their agriculture like?
"Should Aztec leaders have shared		Did they have any industries?
ore widely?" "Would the Aztecs		How were their leaders elected and how were they buried?
pier if they had had greater tech-		What were their festivities and customs?
		What work did the women do? How important were women?
individually or in groups to find	B 1, 2, 3	What was their transportation and communication like?
questions posed above.		What was their writing like?
itten hypotheses which attempt to		Were they cruel people compared with people today?
above questions.		What was their government like? Who made the laws?
heses by locating and using data		What was the climate of this area?
e attached bibliography.		How were the children educated?
ative conclusions which serve to		Did they have slaves—if so how were they treated?
ct or modify hypotheses.		What were their markets like?
		At what age did they marry?
findings with class. "Reports"	A	Did they treat old people with respect, how were they looked after?
f and should make use of audio-	B	Were they friendly people?
s.	C	What were their games and spare time activities?
		What was life in the home like?
ification techniques.	A1, 2	

Role Playing

1. A family has been informed that their son, a fine Aztec warrior, has been selected as a sacrifice to the Gods. The father is a proud man (this is the ultimate honour) but the mother reacts differently. Act out a probable argument that might develop between the two. Try to reach an agreement.

2. Cortes' soldiers have overheard their chief's plan to burn the ships and press on to the Aztec capital. They discuss what might happen—death or riches, and decide what they themselves plan to do.

3. Cortes orders his men to stuff their pockets full of treasure before they make a break for freedom across the causeway. One or two experienced soldiers try to persuade the younger ones **not** to obey, thus lightening their loads and increasing their chances of escape. Act out what you would do.

Learning Opportunity	Objective	Related Materials and Activitie

4. The Aztecs are faced with the possibility that killed by the Spaniards. They have to decid on or obey the Spaniards. Discussion by the decision.
5. An old Aztec priest, tired of killing, tries t not to go out and fight a neighbouring trib capture many prisoners for sacrifice). The s will do.

Prepare Position Statements

React to the following questions by explaining why you feel that way:

Do you think the Aztecs should be regarded as
Was Cortes to be admired?
Would you like to have been a Spanish soldier
Why?
What would you have done had you had access
Was it progress when the Spaniards brought thei Aztecs?

The Consensus Game

Randomly-selected groups of four to six students s ment on one of the alternatives in the follow

1. If you were a native living near the Aztec c your reaction be to the Aztec-Spaniard war?
   a) To join the Spaniards.
   b) See an opportunity to join forces with th up old quarrels.
   c) Ignore the fight.
   d) Move to another village further away.
2. Cortes tells you that they are going to cros it might be a trap. Would you rather be:
   a) At the front of the army.
   b) At the back.
   c) In the middle.
   d) Hidden to see what will happen.
3. Imagine you had been captured by the Aztec child. They killed your parents and destroye have treated you well. You have lived with One day, another army attacks the Aztecs. formation about a causeway that might colla

earning Opportunity	Objective	Related Materials and Activities

4. The Aztecs are faced with the possibility that their leader will be killed by the Spaniards. They have to decide whether to fight on or obey the Spaniards. Discussion by the crowd leads to a decision.
5. An old Aztec priest, tired of killing, tries to persuade his son not to go out and fight a neighbouring tribe (his mission—to capture many prisoners for sacrifice). The son decides what he will do.

Prepare Position Statements

React to the following questions by explaining what you feel and why you feel that way:

Do you think the Aztecs should be regarded as heroes?

Was Cortes to be admired?

Would you like to have been a Spanish soldier?

Why?

What would you have done had you had access to the treasure?

Was it progress when the Spaniards brought their civilization to the Aztecs?

The Consensus Game

Randomly-selected groups of four to six students should reach agreement on one of the alternatives in the following situations:

1. If you were a native living near the Aztec capital, what would your reaction be to the Aztec-Spaniard war?
   a) To join the Spaniards.
   b) See an opportunity to join forces with the Aztecs and patch up old quarrels.
   c) Ignore the fight.
   d) Move to another village further away.
2. Cortes tells you that they are going to cross the causeway but it might be a trap. Would you rather be:
   a) At the front of the army.
   b) At the back.
   c) In the middle.
   d) Hidden to see what will happen.
3. Imagine you had been captured by the Aztecs as a five year old child. They killed your parents and destroyed your village, but have treated you well. You have lived with them for six years. One day, another army attacks the Aztecs. You have vital information about a causeway that might collapse. Would you:

Learning Opportunity	Objective	Related Materials and Ac
		a) Tell the attacking army, so that they way. b) Tell the Aztecs, so that they can tr c) Stay silent, and watch what happens 4. You are confronted with the Aztec gol a) Obey your leader and take some. b) Take some and return it later. c) Refuse to take any. d) Argue that you shouldn't touch it

7. Evaluation

To evaluate students' work on this unit, it is recommended that the evaluation be on a **continuing basis,** with **observation of participation** the chief factor, supplemented by evaluation of work produced.

The pupils should demonstrate that they have clarified their feelings, attitudes, beliefs and values relating to dignity of man and freedom. (Acceptance of a common value or of the teachers' values is **not** an objective of the course and must never be used in evaluation.)

Students should have developed their ability to comprehend, to evaluate, and to work as members of a group; and should have gained a conceptual understanding of culture, space, conflict, conservation, power and norms.

Radio Programs

Two small groups of between 3-5 students with a student who excels at drama in each.
The groups form themselves into two hypoth panies, one broadcasting from Tenochtitlán broadcast unit with Cortes.
Each group describes in the broadcast the destruction of the Aztec Empire.
The objective of each group is to reflect the the Spanish or the Aztecs, emphasizing the their civilization is correct and the other is
These broadcasts are then taped and sound
The tapes are then played to the whole clas
The tapes along with careful questioning are cussion along pro-Aztec, pro-Spanish lines individual students have a particular point

Techniques for evaluating the attainment knowledge objectives are described in Chapt

earning Opportunity	Objective	Related Materials and Activities
		a) Tell the attacking army, so that they will not use that causeway. b) Tell the Aztecs, so that they can trick the attackers. c) Stay silent, and watch what happens. 4. You are confronted with the Aztec gold. Would you: a) Obey your leader and take some. b) Take some and return it later. c) Refuse to take any. d) Argue that you shouldn't touch it as it isn't yours. **Radio Programs** Two small groups of between 3-5 students are selected, preferably with a student who excels at drama in each. The groups form themselves into two hypothetical broadcasting companies, one broadcasting from Tenochtitlán and the other an outside broadcast unit with Cortes. Each group describes in the broadcast the events which lead to the destruction of the Aztec Empire. The objective of each group is to reflect the biased opinion of either the Spanish or the Aztecs, emphasizing the conviction of each that their civilization is correct and the other is evil. These broadcasts are then taped and sound effects added if needed. The tapes are then played to the whole class. The tapes along with careful questioning are used to promote a discussion along pro-Aztec, pro-Spanish lines to ascertain exactly why individual students have a particular point of view. Techniques for evaluating the attainment of valuing, skills, and knowledge objectives are described in Chapter III of this handbook.

students' work on this unit, it is
that the evaluation be on a **con-**
with **observation of participation**
tor, supplemented by evaluation of
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of culture, space, conflict, conserva-
nd norms.

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October 1968 —Mexico's Window on the Past

Teacher Reference

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Additional Print Materials:

BIBLIOGRAPHY (Continued)

b. **Non-print Materials**

It is recommended that the film-strips be used with time for interaction about each frame, and with the text not shown at first.

16mm Films

T-1132 **Spanish Conquest of the New World** (Cortes & Montezuma)
Running Time—10 minutes

TK-1635 **Mexico, Land and People** (Mexico, Past and Present)
Running Time—20 minutes

TK-1781 **The Spanish Explorers** (Columbus, Cortes, Coronado, etc.)
Running Time—15 minutes

Filmstrips

Ancient American Civilization Series

PK-4874 **Incas and Their Way of Life.**
Frame 41

PK-4875 **Inca Achievements in Art and Science.**
Frame 38

PK-4876 **The Maya and Their Way of Life.**
Frame 45

PK-4877 **Mayan Achievements in Art and Science.**
Frame 41

PK-4878 **The Aztecs and Their Way of Life.**
Frame 42

PK-4879 **Aztec Achievements in Art and Science.**
Frame 37

PK-4880 **Aztecs, Incas and Mayas—A Comparison.**
Frame 44

PK-4090 **Incas, Mayas, and Aztecs.**
Frame 52

PK-1359 **Age of Exploration.** By Life.
Frame 50

PK-3939 **Peru** (Topography and Inca Descendants) by McGraw-Hill.

The following table is intended to facilitate
frames selectively, without captions, as a basis fo
mation. Only major areas are identified in the
repeated in other filmstrips. Frames generally s
than actual photographs.

Subject	Number of Frames on this Subject A
Maps	2
Religion	5
War	1
Farming, Food	6
Transportation, Etc.	1
Arts, Crafts, Architecture	7
Technology	2
Government	

A. **The Aztecs and Their Way of Life.**

B. **The Aztecs, The Maya, The Incas: A C**

C. **Aztec Achievement in Art and Science.**

D. **The Incas, The Maya and the Aztecs.**

The Maya and Their W ay of Life, Inca A Science, The Incas and Their Way of Life, and **Art and Science,** all provide opportunities for c some reference to Incas generally, tabulates ways, and makes the role of the Indian clearer: **tion** places the Cortes story in context while poi ness of the Europeans.

Audio Tape

147-T1B **He Wore a Woven Wrapper.**
(Story of an Aztec boy of 600 years a this ancient civilization). 15 minutes.

School Broadcasts entitled "A Brave and Fear Why" and "The Last Days of the Aztecs" are tape from the dubbing service of the Audio- Department of Education, Edmonton. 15 minu

Continued)

ls

d that the film-strips be used with time for inter-
frame, and with the text not shown at first.

n Conquest of the New World (Cortes & Monte-

g Time—10 minutes

Land and People (Mexico, Past and Present)
g Time—20 minutes

anish Explorers (Columbus, Cortes, Coronado,

g Time—15 minutes

Civilization Series

nd Their Way of Life.
41

chievements in Art and Science.
38

aya and Their Way of Life.
45

Achievements in Art and Science.
41

ztecs and Their Way of Life.
42

Achievements in Art and Science.
37

Incas and Mayas—A Comparison.
44

Mayas, and Aztecs.
52

Exploration. By Life.
50

Topography and Inca Descendants) by McGraw-

The following table is intended to facilitate planning to use single frames selectively, without captions, as a basis for discussion and information. Only major areas are identified in the table. Some frames are repeated in other filmstrips. Frames generally show illustrations rather than actual photographs.

Number of Frames on this Subject in Filmstrip

Subject	A	B	C	D
Maps	2	3	2	
Religion	5	4	8	6
War	1		3	5
Farming, Food	6	5	2	3
Transportation, Etc.	1	1		
Arts, Crafts, Architecture	7	6	8	
Technology	2	2	1	1
Government		1	4	

A. **The Aztecs and Their Way of Life.**

B. **The Aztecs, The Maya, The Incas: A Comparison.**

C. **Aztec Achievement in Art and Science.**

D. **The Incas, The Maya and the Aztecs.**

The Maya and Their W ay of Life, Inca Achievements in Art and Science, The Incas and Their Way of Life, and **Mayan Achievements in Art and Science,** all provide opportunities for comparisons: **Peru** makes some reference to Incas generally, tabulates Peruvian resources and ways, and makes the role of the Indian clearer: and the **Age of Exploration** places the Cortes story in context while pointing out the rapaciousness of the Europeans.

Audio Tape

147-T1B **He Wore a Woven Wrapper.**
(Story of an Aztec boy of 600 years ago, and aspects of life in this ancient civilization). 15 minutes.

School Broadcasts entitled "A Brave and Fearful People", "War—and Why" and "The Last Days of the Aztecs" are available for dubbing on tape from the dubbing service of the Audio-Visual Services Branch, Department of Education, Edmonton. 15 minutes each.